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ABSTRACT

This report describes how the Center for Literacy (CFL) developed a staff orientation manual for new educators (teachers and coordinators of volunteers) who work in adult basic and literacy education (ABLE) programs. Orientation needs were assessed through two questionnaires--one for educators and another for administrators at CFL and 13 literacy agencies statewide in Pennsylvania. Based on the responses, CFL designed an orientation manual that addressed the needs of educators and agencies. It was field tested with CFL employees and examined by staff at participating agencies. The report is accompanied by the manual, a comprehensive guide for a teacher, coordinator, or other practitioner who is joining an organization that provides direct services for ABLE students. It is designed for use by educators in organizations of varying sizes and with many different types of programs. Topics covered include orientation, assessment, lesson planning, reading, writing, math, computer-assisted learning, materials and resources, teaching, coordinating, special services and programs, site management, recordkeeping, and leaving an educator position. The report also includes the CFL 1992 site list; scoring guidelines for student assessment; student forms; monthly report format; and proposed amendments to the Pennsylvania Adult Education State Plan. (Contains 19 references. (YLB)

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BUREAU OF ADULT BASIC
AND LITERACY EDUCATION

FINAL REPORT

STAFF ORIENTATION MANUAL FOR ADULT BASIC AND LITERACY EDUCATION PROVIDERS

BY JAMIE PRESTON
AND
MONTY WILSON
THE CENTER FOR LITERACY
JUNE 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Abstract

The Staff Orientation Manual for Adult Basic and Literacy Education Providers is a comprehensive guide for a teacher, coordinator or other practitioner who is joining an organization that provides direct services for ABLE students. Although it was written as an orientation manual, it should help seasoned practitioners gain insights into the issues involved in establishing and maintaining high-quality direct service to ABLE learners in a whole-language, learner-centered environment.

The manual is designed so that it may be used by educators in organizations of varying sizes and with many different types of programs. Topics covered include assessment, reading, writing, math, computer-assisted learning, teaching, coordinating tutoring programs, site management, record-keeping and leaving an educator position. The manual also has a concise bibliography and an appendix that contains forms as well as the Indicators of Program Quality that were included in the Proposed Amendments to the Pennsylvania Adult Education State Plan.

In compiling the manual, the authors interviewed many educators at the Center For Literacy about about day-to-day issues faced by ABLE practitioners. The quotations that emerged from those interviews make the manual highly readable. Its question-and-answer format and clearly marked topics make it easy to use for busy practitioners.

Introduction

Purpose

Too often, agencies pressed by the demands of service do not have the expertise or materials to adequately support newly hired educators. By conducting a needs assessment and compiling an administrative and curricular manual, CFL's purpose in this project was to provide administrators statewide with the tools to offer high-quality support to newly hired educators. This project addressed priority A: a staff development proposal designed for local and regional impact.

Specific objectives were:

1. To identify educator orientation needs within the Center for Literacy (CFL) and ten agencies statewide

2. To design an orientation manual based on educator and administrator needs

3. To field-test an orientation manual within CFL

4. To evaluate orientation manual in ten agencies statewide

5. To make the orientation manual available statewide

Time Frame

This was a twelve-month project, July 1992 through June 1993. In the fall, a questionnaire was devised, distributed and analyzed. In the winter and spring, educators were interviewed about issues of concern to ABLE practitioners and a manual was compiled. In June, the manual was distributed to practitioners at CFL and other literacy agencies for examination and a questionnaire was provided for feedback. After comment was received, final revisions of the manual were made.

Staff and Key Personnel

The project director was Jamison Preston. Montgomery Wilson assisted in the interviewing and the writing. Arlene Johnson worked on the needs assessment. Executive Director Jo Ann Weinberger oversaw the project. Director of Educational Services Sissy Rogers assisted in the coordination of the project. Teachers and coordinators who were interested participated in the project.

Audience

The immediate audience is new CFL educators. The indirect audience includes current and future CFL educators and administrators, current and future statewide educators and administrators, ABLE students and volunteer tutors at CFL and ABLE students and volunteer tutors statewide.

The project was funded by:

The Pennsylvania Department of Education
Division of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

Permanent copies of the report will be filed for the next five years with:
AdvancE
333 Market Street
Harrisburg, PA 17126-0333

Body of Report

Statement of the Problem

The Center for Literacy (CFL) sought to develop a staff orientation manual for new educators (teachers and coordinators of volunteers) who work in adult basic and literacy education programs. Lack of certification in a complex field, issues of adult learning and curriculum, and the number of part-time people involved statewide were just a few of the reasons that supported the need to develop a comprehensive educators' orientation manual.

The need to develop a manual that addressed, but was not limited to, management procedures, state reporting procedures, and curriculum and assessment was further reflected in the rich diversity of educational backgrounds that adult educators bring to any agency. That richness needed to be addressed during an orientation period in a way that encouraged diversity, while it provided a foundation in agency and contracting policies and practices.

A review of 310/353 project abstracts for 1988-1992, along with an AdvancE Clearinghouse search indicated that staff development projects during this time period focused on curriculum issues such as how adults read, ESL teaching methods, computer-aided reading instruction and video training in workplace literacy. Other projects have focused on working with learning disabled adults, training for volunteer instructional aides, support services through workshops, and The Pennsylvania Adult Basic and Literacy Staff Handbook. Although each of these projects clearly addressed ABLE staff development needs, none addressed the full range of orientation needs of ABLE staff since CFL developed a training manual for site coordinators under 310 funding for the 1984-1985 program year. At that time, CFL had only 16 locations and provided primarily one-to-one tutoring instruction. That project was funded to establish a training program for "current" CFL site coordinators and to develop a site management manual. As an extension of that project, CFL also trained more than 20 YMCA professionals, assisted in establishing 17 Y literacy sites, and provided technical assistance to Y site coordinators. CFL now provides one-to-one tutoring, small group tutoring as well as classes in ABE, workplace, family literacy and ESL to more than 2,000 adults throughout Philadelphia. As the largest community-based literacy provider, CFL has an educator staff of 36.

Goals and Objectives

1. To identify educator orientation needs within the Center for Literacy (CFL) and ten agencies statewide
2. To design an orientation manual based on educator and administrator needs
3. To field-test the manual within CFL
4. To evaluate the manual in ten agencies statewide
5. To make the orientation manual available statewide

Objectives Met

Orientation needs were assessed by designing two questionnaires (see Appendix). One was distributed to educators at CFL. The other was given to administrators at CFL. Likewise, each questionnaire was sent to educators and administrators at 13 literacy agencies statewide that reflected the diversity of adult education programs within the state. They were: Adult Literacy Center of Lehigh Valley, Central Bradford-Wyoming Literacy Program, Central Pennsylvania Literacy Council, Clarion County Literacy Council, Crawford County READ Program, Delaware County Literacy Council, Fayette Literacy Council, Greater Pittsburgh Literacy Council, Lutheran Settlement House Women's Program, Mid-State Literacy Council, Scranton Council for Literacy Advance, Susquehanna Valley Literacy Co-op and York County Literacy Council.

Based on the responses to the questionnaires, CFL designed an orientation manual that addresses the needs of educators and agencies. The top four areas of interest for responding agencies were: how adults learn, initial contacts with learners and volunteers, assessment and developing lesson plans. CFL staff was most interested in reading, writing, math and computer-assisted learning; developing lesson plans; how adults learn, and evaluating progress. All of those areas are covered extensively in the manual. In addition, there are much-needed sections on record-keeping, site management and leaving an educator position.

The manual was field-tested with employees at CFL and examined by staff at participating agencies. Responses to the circulated draft of the manual were strongly positive. From the Greater Pittsburgh Literacy Council: "This is great! It keeps everyone in the agency on the same page." From the Lutheran Settlement House Women's Program: "Excellent general coverage of what new teachers need to know." From: the Central Pennsylvania Literacy Council: "Good job -- so comprehensive." From a recently hired teacher at

CFL: "I've managed to pick up bits and pieces over the months, but it's heartening to see everything down in one place and clearly explained."

After the comments were reviewed, the manual was revised, and it is being disseminated with this report.

Objectives Not Met

All of the objectives were met.

Evaluation

Based on the meeting of the objectives of the project and the strongly positive comments made about the quality and scope of the manual, the project can be judged a success. It is important, however, to remember that the manual is a companion to -- not a substitute for -- a carefully planned orientation process.

Distribution

The results of this project will be available to literacy service providers statewide through AdvancE. The report will be placed on CFL's list of available publications, which has nationwide circulation. The project director will be prepared to present information regarding this project at the PAACE MidWinter Conference. The final report and manual will be disseminated through AdvancE Clearinghouse. The abstract will be provided for "The Literacy Connection" newsletter and "What's the Buzz?" as well as CFL's staff newsletter.

Appendix

Center
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TO: Administrators of Literacy Agencies
FROM: Jamie Preston, Project Director/Educator Orientation
RE: Educator Orientation Needs Assessment
DATE: August 21, 1992

Jamie Preston

The Center for Literacy is developing an orientation manual for new educators. To provide the most comprehensive and useful manual possible, we need your help in thinking about what you already you do when an educator joins your staff and what you would like to do, if only you had all the information and materials you need in easy reach.

Please take a few minutes to fill out the enclosed questionnaire and return it in the envelope provided. In addition, please attach any materials you already use in your orientation process. If you have questions, please send them to me at CFL or call me at (215) 474-1235.

Thank you for your time and consideration. I look forward to hearing from you.

ORIENTATION NEEDS ASSESSMENT

1. When educators join your agency, what is included in their orientation process? (Please check.)

-----readings (please attach copies or bibliography)
-----observations/visitations
----meeting(s) with______________________________________
-----forms review (please list)

2. How many learners do you serve?

3. How large is your professional staff? Volunteer staff?

4) Below is a list of topics that might be included in an educator orientation manual. To the left of each item, please indicate how interested you are in seeing it covered in the manual: **0 - no interest, 1 - little interest, 2 - some interest, 3 - intense interest.** For each item in which you have "some interest" or "intense interest," please indicate how you would like to see it covered. In the four columns on the right, check one or more of the following categories: **sample form, chart, brief summary or comprehensive explanation.**

Int.	Category	Form	Chart	Sum.	Expl.
	A. Initial contact with learners, volunteers				
	B. How adults learn				
	C. Assessment:				
	C-1. One-to-one				
	C-2. Groups and classes				
	D. Initial training for learners, volunteers				
	E. Matching learners with volunteers				
	F. Referring learners to classes				
	G. Summaries: Customized plans for learning				
	H. Evaluating progress				
	I. Using resources:				
	I-1. Reading				
	I-2. Writing				
	I-3. Math				
	I-4. Computer-assisted instruction				
	J. Communication within the agency				
	K. Developing lesson plans for:				
	K-1. One-to-one				
	K-2. Groups and classes				
	L. Organizing in-service programs				
	M. Record-keeping:				
	M-1. Student, tutor data sheets				
	M-2. Attendance				
	M-3. Collecting information for reports				
	M-4. Exit forms				
	N. Referrals counseling				
	O. Site management				
	P. Coordinating special events				
	Q. Public affairs, outreach				
	R. Submitting personnel forms				
	S. Leaving an educator position				
	T. Bibliography				
	U. Other (specify below)				

Center
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MEMORANDUM

DATE: October 23, 1992

TO: Educators

FROM: Jamie Preston, Personnel Director Jamie

RE: Orientation manual

As I work on the orientation manual, I need to be aware of the viewpoints of all educators at CFL. At this stage, I need to know which of the three areas on the attached Table of Contents are most important to you. Which areas would you most like to see development in, so that your program could grow in quality as well as quantity? On the attached sheet, please add your name (optional) and identify those three areas, starting with 1 as the top priority. If a high-priority area needs to be included, please add that to the list. Please return the forms to me by Friday, Oct. 30. Thanks for participating.

636 SOUTH 48th STREET / PHILADELPHIA / PA / 19143 / (215) 474-1235

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Initial contact with volunteers
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    Groups or classes
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Matching learners with volunteers
Referring learners to classes
Developing summaries and recommendations for tutors and learners
Evaluating progress
Using resources that build on learners' goals and interests
    Reading
    Writing
    Math
    Computer-assisted instruction
Communication within the agency
Developing lesson plans for:
    One-to-one
    Groups and classes
Organizing in-service programs for learners, volunteers and staff
Record-keeping
    Data sheets
    NAA forms
    Attendance
    Collecting information for reports to funders
    Exit forms
Referrals counseling
Site management
Coordinating fund-raisers, student-tutor recognitions and other special events
Public affairs, outreach
Submitting purchase orders, time sheets and other personnel forms
Leaving an educator position
Bibliography

EDUCATOR ORIENTATION MANUAL QUESTIONNAIRE

Name: ______________________________

1) Please circle the sections you found most useful.

Table of contents
Introduction
Orientation
Assessment
Planning Lessons
Reading

Writing
Math
Computer-assisted learning
Materials and resources
Teaching
Coordinating

Special services and programs
Site management
Record-keeping
Leaving an educator position
Bibliography
Appendix

Comments:

____

____

2) Please circle the sections you found least useful.

Table of contents
Introduction
Orientation
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Reading

Writing
Math
Computer-assisted learning
Materials and resources
Teaching
Coordinating

Special services and programs
Site management
Record-keeping
Leaving an educator position
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Appendix

Comments:

____

____

Edited drafts are welcome.

Center
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Literacy

STAFF ORIENTATION MANUAL FOR ADULT BASIC AND LITERACY EDUCATION PROVIDERS

BY JAMIE PRESTON
AND
MONTY WILSON
THE CENTER FOR LITERACY
JUNE 1993

This project was funded by:
Pennsylvania Department of Education
Bureau of Adult and Basic Literacy Education
333 Market Street
Harrisburg, PA 17126-0333
Project # 99-3032
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ACKNOWLEDGMENTS

This orientation manual is the result of a collaborative effort among educators, new and old, whose voices made the ideas expressed in here come alive. They freely shared their experiences, their knowledge, their concerns and their best lessons. Because of that sharing, this manual was able to become a kind of conversation among educators.

Special thanks to Scott Bostwick, Rose Brandt, Joanna Carty, Elizabeth Dougherty, Sandy Harrill, Juliette Haynes, Maribel Le Bron, Vanessa Martinez, Jane McGovern, Laurie Mercer, Martha Merson, Amy Mummert, Kathy Murphy, Irma Torres-O'Brien,Yumy Odom, Anita Pomerance, Camille Realo, Sissy Rogers, Mari Scarcelli, Nathalie Shapiro, Matthew Smith, Catherine DeLong Smith, Vivion Vinson, Yvette Walls, JoAnn Weinberger, Phil Wider and Fred Woodson.

Greatly appreciated was the technical assistance offered by Ben Burenstein of Drexel University's Office of Computing Services.

This Educator Orientation Manual is designed as a guide for educators who are new to the Center For Literacy or other organizations that offer Adult Basic and Literacy Education (ABLE). Because there is no substitute for dialogue between educators, this manual is not intended to be used alone. It is offered as a resource to supplement the discussions and observations that take place during the crucial months of an educator's orientation. From that perspective, we hope that the manual will continue to be a valuable resource for seasoned educators, stimulating them to take fresh looks at what they do and how they do it.

To make it as easy as possible for educators to use, the manual is based on a question-and-answer format. The questions are those asked by educators at CFL and other Pennsylvania literacy providers who participated in surveys conducted during the production of this manual. The answers stem from CFL's commitment to a whole-language, learner-centered approach to Adult Basic and Literacy Education. (For a further discussion of the Center For Literacy's philosophy and the approaches to learning that have evolved from it, please see CFL's Adult Literacy Handbook for Students and Tutors.)

This manual has been designed for easy use. Because we believe that educators will have questions about how the guidelines presented in this manual relate to their specific programs, we have left plenty of space on each page for notes. We recommend punching the pages to fit into three-hole notebooks, so educators can add or update orientation materials as they become available. To make it simple to spot technical terms that might be unfamiliar, we have bold-faced the first reference to those terms. Each page has been topped with a section header, so that educators may flip through and locate topics of interest. To avoid awkward constructions, the use of "he" or "she" has been used alternately in the sections of the manual.

To underline the importance of dialogue, we have interviewed many educators at CFL and included their quotes throughout the manual. To educators who are new to the field, it should be reassuring to know that the savvy educators quoted here were once new themselves. They have become the creative and sensitive educators they are by asking themselves and one another questions much like those that appear here. We hope that this manual contributes to the dialogue.

Orientation should be a time when an educator has an opportunity to grow in her field as she grows into the agency that she has joined. It is a period when watching and asking and reading and, finally, doing will set patterns for a long time to come. Because of the lasting effects of orientation, this manual is designed as a companion for educators as they move through the first few weeks of their new jobs. This manual is not meant to be a substitute for the guidance provided by colleagues and supervisors. It is intended as a resource to give a new educator the overview she needs to make the best use of the orientation process.

When an educator is new to an agency, the agency needs to do whatever it can to make sure she gets the best possible grounding in the agency's policies, procedures and philosophy. If you the supervisor of a new educator, set up an orientation plan and adhere to it as much as possible. Time spent now will pay off later in higher levels of professionalism and morale.

At CFL, orientation is a time when an educator needs to see how our whole-language, learner-centered approach is practiced in every aspect of service delivery, from initial assessment to lesson planning to referrals. At every phase of her involvement in the program, the learner is asked to take control of her educational destiny, and it is the educator's task to facilitate that process.

If you are a new educator, take time to ask questions, make notes, observe other educators and read as much as possible. No one expects you to learn everything overnight, so use your orientation period to find out how to do things as well as you can.

At the Center For Literacy, an educator's orientation is overseen by a **mentor**, someone who has the knowledge to explain the agency's policies, procedures and philosophy and the expertise to observe the educator as she assumes the responsibilities of the position for which she was hired. The educator's supervisor may assume the role of mentor or may assign it to a member of the educator's team. (At CFL, educators are part of teams working in community programs in designated areas of the city or teams working in special programs, such as Family Literacy, Education for Work or Education in the Workforce. If an educator is part of a geographic team, she reports to an Area Program Coordinator. If most of her work is done for a special program, she reports to the coordinator of that program.)

Whether the new educator has been hired to be a teacher or coordinator of learners and volunteer tutors, she needs to see coordinators and teachers at work to understand the scope of CFL's service to learners. She should observe at least two teachers and two coordinators at different sites. Each visit to a coordinating site should last about half a day and include a student intake. During the intake, the coordinator engages in an **Individual Planning Conference (IPC)**, a structured interview combined with a series of activities designed to assess the learner's needs, goals, interests and degrees of competence in reading, writing and math. The interview is at the heart of CFL's learner-centered approach. The new educator should watch the coordinator as she drafts a **Summary and Recommendations** sheet, which translates what the coordinator observed during the IPC into a blueprint for learning that may be followed by the learner and the tutor as they work together.

The new educator also needs to see a **Student Tutor Orientation (STO)**, a 10-hour training for new tutors and learners that explains CFL's whole-language, learner-centered approach and shows them how to apply it. The STO stretches over a period of about four weeks, giving them time to work together outside of the training sessions and come back and ask lots of questions and get lots of support while their relationship is being formed.

The new educator needs to take time to visit the Free Library of Philadelphia's **Reader Development Program (RDP)**, so she is aware of the range of materials that are available to her students, free of charge. She also needs to browse through CFL's Resource Room to get a sense of the professional collection, lesson plans and instructional materials that are available there.

While she is learning about CFL's approach to working with learners and volunteers, she needs to review the Indicators of Program Quality developed by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (Appendix) and think about the implications they have for shaping the quality of her own work and that of the agency as a whole.

For an orientation to be successful, there must be adequate time for the new educator to be the observer and the observed. Even if she has been painstakingly shown how to do something, it should not be assumed that she knows how to do it until she has had a chance to do it herself under the watchful eye of the mentor. To facilitate the new educator's observations of other educators, the mentor schedules visits to sites where coordinators work with tutors and students, to classrooms and to training rooms where Student Tutor Orientations are held. After the new educator has observed other educators doing their work, the mentor watches her doing the job she is expected to do.

Most of the observations are completed in the first week. During the next five weeks, the mentor observes the educator as she works with learners, checks her paperwork and continues to address questions and concerns. If the new educator plans to train tutors, she and her mentor also need to make sure she receives the training needed to do that.

At all phases of the orientation, the educator uses a journal to reflect on her observations, raise questions and take notes on procedures. The journal serves as a text for a series of discussions between the mentor and new educator.

An Educator Orientation Checklist appears on the following page. The mentor should review the checklist with the new educator as soon as she begins work. Both of them should review the checklist throughout the orientation process to make sure nothing is being omitted.

EDUCATOR ORIENTATION CHECKLIST

Date of Hire: __________ Educator's Name: ________________________

Before educator begins working:
__ Supervisor confirms educator's salary level with Executive Director
__ Supervisor sends Payroll Approval form to Executive Director
__ Supervisor makes job offer to educator
__ Supervisor informs Personnel of educator's decision
__ Supervisor begins Educator Orientation Checklist
__ Personnel sends letter confirming offer of employment
__ Supervisor assigns a mentor for educator's orientation
__ Mentor receives checklist
__ Mentor schedules educator's meeting with Personnel
__ Mentor schedules educator's observations of other educators
__ Mentor prepares outline of educator's orientation schedule

Educator's first day:
__ Mentor welcomes educator
__ Mentor discusses orientation schedule with educator
__ Mentor provides Educator Orientation Manual
__ Mentor and educator tour sites where educator will work
__ Personnel explains policies and procedures
__ Personnel provides packet of forms and Personnel Policies and Procedures Manual
__ Educator fills out all personnel forms
__ Educator begins to read Personnel Policies and Procedures Manual
__ Educator begins to read Educator Orientation Manual
__ Educator begins an orientation journal

Educator's first week:
__ Mentor and educator discuss CFL philosophy, assessment, paperwork
__ Educator observes at least two student intakes at different sites
__ Educator observes at least two classes at different sites
__ Educator signs statement verifying that both manuals have been read
__ Mentor and educator discuss questions, observations and orientation journal

Educator's first six weeks:
__ Educator observes a Student Tutor Orientation
__ Educator visits Reader Development Program
__ Mentor observes as educator works with learners
__ Mentor observes as educator completes monthly record-keeping
__ Mentor and educator discuss questions, observations and orientation journal
__ Mentor sends completed Educator Orientation Checklist to Personnel

After educator's first three months:
__ Educator completes orientation period

Revised 6/30/

Why is alternative assessment used?

In our assessment process, we want to see how much learners can do, not how little. We invite them to talk about their goals and their uses of reading, writing, math and computers in everyday life; and we ask them to do literacy tasks with meaningful materials, including their own writing. During the assessment process, we show them not how many mistakes they make, but how their strategies are working for them in some ways and might be strengthened or expanded in others. Rather than remediating their deficiencies, we discuss ways of building on their strengths and augmenting their repertoire of strategies.

Our assessment process is an **alternative assessment**, because it differs from traditional standardized testing, which asks the learner to answer several multiple choice questions or recognize a few words, then assigns a grade level. Standardized testing, based on a traditional model of education that envisions a skilled teacher remediating deficient learners, does not adequately reflect the knowledge of adult learners, each with a lifetime of experience. Standardized testing comes down to a score, which means an adult might be told his knowledge is equivalent to a third grader's. Our assessment process validates an adult's knowledge and experience and shows how those strengths can be incorporated into the learning process.

The **Adult Literacy Evaluation Project (ALEP)** assessment tool we use was developed jointly by CFL and the Literacy Research Center of the University of Pennsylvania. ALEP has two parts, an **Initial Planning Conference (IPC)** and a follow-up **Planning Conference (PC2)**, which relies heavily on the work a learner selects for his **portfolio**. Progress in reading, writing and math as well as increases in confidence are reflected in the PC2.

The results of the assessment are recorded on a **Global Assessment Summary Sheet**, scored on a scale of 1 to 6, using a holistic scoring method. Each score represents a cluster of strategies grouped to reflect developmental progressions. Progress toward goals is noted on a goals checklist. Increases in confidence are recorded anecdotally. The coordinator's guidelines for individual student-tutor pairs are written into the **Summary and Recommendations** sheet, which consists of observations made during the Planning Conference, general recommendations for meeting literacy goals and suggestions of specific activities that would be interesting and beneficial for the learner.

CFL's alternative assessment procedure provides information on a learner's instructional strengths and needs, information that is useful for measuring progress, for placement and for planning instructional programs.

If we do use standardized testing to comply with contract requirements, we do so in a way that minimizes its effect on a learner. Our alternative assessment instrument is a teaching tool that helps learners discover how to evaluate themselves. We do not want that lesson to be lost to a score that fails to take a true measure of a learner.

What assessment procedures do I use when a learner wants to enter the program?

What follows is a brief summary of procedures for the IPC, much of it adapted from "Guidelines for the Individual Initial Planning Conference (IPC)," written by Rose Brandt and based on work done by Vivion Vinson, Martha Merson and other CFL educators who have developed the ALEP instruments over the course of many years. For a more detailed description of assessment procedures, please read those guidelines, which are available in the Resource Room.

Before you sit down with a learner, gather all the materials you will need, including assessment forms, pens, pencils, paper, a student data sheet and a Neighborhood Assistance Act (NAA) form, which is necessary for corporations to receive tax credits for their contributions to CFL. (See the Record-keeping section of this manual for details about the forms needed for a learner who is new to the program.) Turn the phones off, if possible, so you will not be interrupted during the interview.

GENERAL INFORMATION

The assessment begins with information needed to fill out individual data sheets on learners. Most of the questions are required by the state. The question, "Why are you interested in coming to the program?" is intended to make a prospective student feel comfortable. This is a good point to talk a little, establish rapport and present an overview of the process ahead. It is important to explain what's ahead, what to expect, how it fits in to what the learner wants, and to suggest that the learner let you know if any question is confusing or if the purpose of the question is unclear. Your objective is to bring the learner fully into the process from the beginning, and to establish a collaborative relationship as soon as possible.

As you proceed through the interview:
- Reflect back to the learner what you learn from him about his abilities, and ask him if what you see seems valid.
- Rephrase the questions, if needed, to make them clearer to him.
- Let the learner know it is OK to guess or to not know an answer.

USES OF READING AND WRITING

The assessment continues with questions about **everyday uses** of reading and writing, **goals** and **strategies** . Here, you want to encourage the learner to think of learning as an ongoing process that takes place in all areas of a person's life. This is an excellent point to start talking about what reading, writing and learning are, and to let someone know how much he is already doing in the course of everyday life. The questions also touch on the learner's self-perception as a reader, writer and learner. Here you can begin to dispel common misconceptions, and to reveal a person's already existing strengths.

Common misconceptions about reading and writing include:
- "Writing means spelling things the right way."
- "You have to read every word correctly, and never skip words."
- "You have to pronounce a word correctly to read or write it."
- "Reading is reading aloud to another person."

When you become aware that a learner holds such misconceptions, follow up immediately with a low-key discussion designed to get him to start to rethink his beliefs about reading and writing. Why does the learner hold that particular perception about reading? Does the learner know that experienced readers and writers sometimes skip words they don't know, guess at spellings and look ahead to see how a book ends?

The IPC marks the beginning of a fresh course of instruction, and you are giving someone information about the educational process which will enable him to better plan the journey ahead.

QUESTIONS ABOUT WORK

The assessment also focuses on **job-related skills** and **goals**. It is important to broach the topic sensitively, so you do not sound as though you are conducting a job interview or trying to find out whether the learner is employed. Make a clear connection between the topic of day to day uses and the topic of work, which is a daily use of reading. Work is a separate section only because it is a common goal for learners. If work is not an appropriate area to discuss with a learner, skip it.

EDUCATION

This section of the assessment serves to:

- reflect on past educational experience, to the extent that it might have an impact on a person's current learning situation;
- contrast our program with "traditional" educational programs;
- discover educational needs and goals.

For some learners, the issue of past school experience is a tender one. Here, and at any other point in the interview, **make tact a priority over filling out the answer to a particular question.**

IDEAS ABOUT LEARNING

In this section, you are trying to:

- understand (and reflect back to the student) the student's self-perception as a reader, writer and learner;
- have an informed exchange about what reading and writing do and do not involve;
- get a sense of his metacognitive strategies.

Metacognition means knowing how to know, or being aware of one's internal processes of learning and understanding and being able to use those processes strategically. Educators should encourage a person's self-perception as an active reader, writer and learner and help him to sharpen his awareness of the strategies available to him.

Talking about learning and how it happens can give someone an opportunity to re-evaluate his own abilities, to learn some new ways to approach learning, and to recognize what he already does as valid and important. Sometimes people enter a literacy program with expectations of a quick, formulaic instructional path ("Once I learn how to put the letters together, I'll be able to read anything.") Talking about learning can present a more realistic view of what to expect and help a learner to invest energy in developing the strategies that will be most helpful. Discussing learning also can give a learner a more analytical perspective and engage him in self-assessment. In other words, it can give the learner control of the learning process.

TASKS

Now for the **reading tasks,** themselves. Remember, you are not administering a test; you are beginning a course of instruction through which both you and a learner will discover more about his learning strategies, approaches and risk-taking behavior. Therefore, you will collaborate on the reading and writing tasks, and talk together as you go along about strategies and perceptions about learning. Collaboration requires working together on the tasks at hand and giving the learner all the information he asks for, or needs to know, to work with and gain meaning from the material you are looking at.

As you are collaborating on the tasks, look for how much the learner can do, but do not force him to do anything that makes him uncomfortable. If he says "two" instead of "tow," that shows some knowledge. If he says "glad" for "happy," that shows a great deal of knowledge as well as a well-developed ability to use the context of a passage to construct meaning. The knowledge shown even when a learner makes an error, or **miscue**, should be reflected in your comments on the reading tasks and your analysis of them.

The same concepts should be applied to the writing tasks. If someone uses an invented spelling, that shows some awareness of sound-symbol correspondence and a willingness to take risks. Both should be validated. Notice mechanics, but really look for development of ideas. When the learner feels comfortable enough to fully express his ideas, many of the mechanics will be self-corrected. In any case, it is most important to help the learner to understand that people write not because they do it perfectly but because they have something to say. When learners start to write freely and cohesively, there will be plenty of opportunities to work on mechanics.

WRAP-UP

After the reading and writing section, you are ready for the wrap-up. This is the time to give the learner an overview of the IPC, including strategies and interests you both observed, any feedback or additions the learner might have and answers to any questions. Discuss whether someone should be enrolled in a class, matched with a tutor, or referred to another program. Find out the learner's schedule and instructional preferences, and provide the necessary information about how long he needs to wait, where instruction takes place and what happens next.

What can an IPC tell you?

A well-administered IPC can reveal an in-depth picture of a person's reading and writing strategies, and it should include a good analysis of how they fit together to determine a learner's educational needs and strengths. Such an analysis becomes the crux of an effective **Summary and Recommendations sheet**, in which the educator outlines a plan for learning that takes into account the learner's goals, his interests and his readiness to develop various strategies that will help him strengthen his reading, writing and math.

By the end of an IPC interview you should know:

- The **decoding** strategies the learner uses, including self-correction, skipping unknown words, using context, spotting sight words, relying on initial consonants or phonics, seeing word patterns and rereading.

- The degree to which he previews text, including headings and illustrations.

- How he constructs meaning from what he has read.

- How he approaches writing, in terms of idea development as well as mechanics.

Make a note of the strategies, no matter how self-evident they appear from the notations you make on the text copy. If you list specific strategies briefly in the margins , it will make it easy for another educator to skim the IPC, rather than having to re-examine closely the circles, crosses and abbreviations peppering the page.

When it comes time to analyze more carefully the strategies you have noted, look for patterns. When did your learner use certain strategies that he did not make use of elsewhere, and why? Which strategies commonly go together? If you are not sure about a pattern that seems to be showing up, ask the learner about it. Engage the learner as much as possible in the process of evaluation.

For example: Raymond had a great deal of difficulty with a photograph of a tow-away zone sign. He read only "NO STOPPING" and "SUNDAY" perfectly, and he seemed very uncomfortable about the whole process. However, he used context heavily as he tried to read the rest of the sign, and made some interesting guesses, including saying "accent" for "except." Considering that both have two syllables, are about the same length, and have some of the same letters, and that they are much more difficult words than "no stopping" and "Sunday," it is a very sophisticated attempt. A good follow-up would be to stop and say, "Hey, that's pretty close because those two words are a lot alike. They are also harder words than some of these other ones. Why did you say, 'accent'? How did you put that together?" It is a great opportunity to talk about exactly how someone pieces together what is on the page, and what other ways might work, too. It would also be a good time to incorporate the idea of using context clues, by saying: "Think about the sign. What might be its purpose? Does that give you a clue to what the word 'except' is?"

If someone says, "I can't write the words I have in my head," you need to clarify that, too. You might say, "It sounds as if you feel like you have to have a perfect picture in your head of a word ahead of time before you can put it on paper." Then suggest: "You could try writing the words you know, attempting to spell harder words and leaving blanks for words you cannot figure out at all."

Be sure to pay special attention to the parts of the reading and writing tasks that involve what someone has described as an area of strength or difficulty. For example, if "understanding what I'm reading" is a concern, ask especially thorough comprehension questions during or after each reading selection. In the Summary and Recommendations, explain how to improve comprehension and what the learner and tutor can discuss or do to clarify how comprehension works -- how it is learned and how it is assessed.

Discussion about perceptions about reading and writing comes up in the "uses" section of the IPC, often in response to questions about what is easy and what is hard. Many times, someone will perceive reading and writing as being exactly those activities he has trouble with. For example, Raymond said that he had "trouble with words, putting it all together." Tom also said that he just "can't put the things together." Mark, on the other hand, said that he could read certain words, but didn't "understand the words I read." Whereas Raymond and Tom probably have more of a vision of reading that involves literally putting all the individual letter sounds together into a cohesive whole (decoding), Mark's focus on content could mean that he sees reading as being more of a process related to getting meaning from the text. These perceptions have a great effect on what learners do, what they expect to do, and what they might be encouraged to do to become better readers and writers.

In recommending strategies for improving comprehension, you need to look at why a learner is having trouble with comprehension. Someone might be good at critical thinking, which means that once the person learns how to approach some of the technicalities of the material, he will have excellent comprehension. You might observe that he reads too slowly to remember a whole sentence or paragraph or that he tries to get every word right and gets confused or frustrated when that does not happen. Those patterns can make comprehension more of an issue of technical approach than critical-thinking strategies. By contrast, another learner might be great at decoding but weak on putting it all together. Careful observation will help you to notice those types of differences and suggest appropriate instructional approaches.

Your assessment of what risks your learner takes as he is learning will be very subjective. Some people attempt only the words they are sure they know, while others will guess completely unknown words. Some people will write at length in order to get their ideas on paper, regardless of irregularities in spelling. Others will start a simple sentence, then put the pen down, saying, "I can't write." Writing is the hardest activity for most people, and it involves taking the most risks because mistakes show up clearly on the page for all to see. Talk with the learner about risk-taking, and how it is important to take a risk if he is not sure of something, because that is how people learn to do something new. Reaffirm the risks people do take, and let the learner know that it is OK to be wrong -- that people almost have to be wrong sometimes when they are learning something.

Remember that holistic learning and instruction mean building on the variety of different strategies people use. The more varied and integrated approach a learner has to written material, the stronger a base that person has for strengthening his skills independently or in instruction. For example, the educator's purpose is not to build a person's sight word vocabulary in and of itself, just because you think it needs improvement, but to enable that person to integrate the use of sight words with whatever other strategies he uses.

After you have done the IPC, write a Summary and Recommendations sheet for any learner you plan to match with a tutor. See the Coordinating section of this manual for details on how to do that.

GROUP IPC

For the student paperwork section, make sure a Student Data Sheet and an NAA form are done for each learner. (The NAA form is necessary for CFL's corporate contributors to receive tax credits under the Neighborhood Assistance Act.) If you received the information from a coordinator, verify it with the learner. If not, do the data sheet first, explaining how CFL and the state use the information. Note which learners have difficulty filling out forms. Ask learners to leave their level (0-4, 5-8, 9-12) blank. Explain the NAA form and ask learners to fill it out. This might have to be done individually. Make sure everyone understands that eligible does not refer to entry into the class.

Hand out the two-page interview and fill it out together. Explain the purpose: to get a picture of what you do already so that the class can build on it. The more information the learners provide, the better the picture can be. Learners may volunteer to read the questions or the teacher may do it. The questions can be answered through discussion or in writing first followed by discussion. When the class discusses questions, record individual's contributions related to goals, uses, strategies and other areas relevant to their learning.

Choose one of the three readings to get started. Do prereading to model an approach we value or let students go to get a sense of what they usually do. Use the reading approach that you think students will find most comfortable: individual or group, silent or oral, assisted or independent, or a combination.

Use the discussion questions to assess reading comprehension. Take notes on which students are able to phrase answers to different kinds of questions: personal response, analysis, recall/paraphrasing, and applying personal experience.

For the writing tasks, help learners overcome their fears of writing by putting the questions up on the board, discussing them and jotting down phrases that learners may use in their writing. Expect that learners will talk about issues such as homework, books and attendance. If necessary, ask more specific questions of the group. Do what you can to calm nervousness about spelling. Explain that everyone can write, even if spelling is difficult. Ask any student who has difficulty spelling a word to give it a try, write just the first consonant or draw a line. Explain that we learn a lot by looking at our attempts. Circulate as students write, assisting those who want to fill in their blanks or seem stuck.

Classes might return to these questions in monthly evaluations. If learners become more specific about their expectations over time, that indicates a change in their perception of the learning process and their willingness to take charge of their own instruction. Noting changes in responses is one way to assess progress.

Review the students' forms as soon as possible, filling in missing information and making notes that will help you plan the class. Fill out the Global Assessment Summary forms for each student. The categories correspond to the dimensions of the learner's strategies, comprehension, stated uses and goals.

FOLLOW-UP ASSESSMENT

For tutor-student pairs, follow-up assessment should be done every 50 hours or every six months, whichever comes first. You also should do an assessment if you know someone is planning to leave the program. The PC2 is done in the same way as the IPC, with one major difference. You have a portfolio of the learner's work to assess. Use that to analyze strategies and make recommendations. Also use it to provide concrete, confidence-building examples of the learner's growth.

For classes, the interval between assessments will depend on many factors, including the number of hours the class meets and the purpose of the class. In general, it is good to do some informal assessment at least once a month. Take a certain day, perhaps the first or last class of the month, to review portfolios and do some writing on goal-oriented topics. Learners will welcome the opportunity to take stock of their work and reset their goals. It also reminds them that they are part of a collaborative community, each helping the other to learn and grow.

Why is it important to have a lesson plan?

Whether you are working with a single learner or a class, having a lesson plan helps to ensure that the objective of the lesson stays in focus. Too often, learners read an article, poem or story and have a fantastic, wide-ranging discussion about the text. If the learners like the story, they react to it as enthusiastically as they would to last night's TV show or the movie they saw on Saturday. Then nothing happens; the lesson is over and the class moves on to something else -- except that maybe the students and the teacher wonder what the difference is between that conversation in a classroom and shooting the breeze in the living room. Weren't the learners supposed to learn something? Or as one student put it: "So what was the point of all that, hmmmm?"

With a lesson plan, you know what the point is. You might choose to deviate from it, but if you have processed the complex factors that go into lesson planning, you know what your objective was when you decided to do a certain lesson.

If you have a lesson plan, you also have prepared a better balance of activities. You have a good idea of how the different activities planned for the day might reinforce each other or provide needed contrast. You have had a chance to think about how each of the activities might fit into the learners' short-term and long-term objectives.

> **Essentials: real reading and writing, and the importance of planning with students. Let the students lead and guide the direction that you take. Have them bring in things that they have questions about -- practical things that they come across, things they get in the mail, questions they have at work, things that their kids ask them that they don't know. Those are all the real practical things that people want to know.**
>
> ***Laurie Mercer***

Lesson planning must be learner-centered to be effective. Before that can happen, the learners and educator need to go through a process of examining each learner's role in determining the direction of her education. Learners usually arrive with the expectation that the educator knows best and can tell them everything they need to know. The idea that the learner should set the agenda might seem threatening to a new student. A new educator also might feel unsure about leaving lessons open-ended, too. After all, isn't it supposed to be her job to figure out what learners need and provide it? The answer is yes and no. The educator decides how the lessons should be paced and structured, based on her knowledge of the strategies the learners need to develop to meet their short-term and long-term goals. However, it is the learners' interests that determine specific activities and materials.

> **My student and I go through the sports sections in newspapers and magazines. We talk about metaphors and slang. His goal is to be sports journalist, and we try to build lessons around that.**
>
> *Kathy Murphy*

An educator's job is to help learners gain the confidence and strategies they need to succeed in literacy tasks that were previously too difficult for them. Often, learners do not have a goal more specific than to "read and write better." They willingly leave it up to the educator to tell them what to read and write. However, it is the learners who know best what interests them and what their goals in life are. A new learner might be interested in reading a driver's license handbook, family letters, CPR guidelines or a magazine she saw at a supermarket checkout. Deciding what to read, write or study is the learner's prerogative, not the educator's. At the start of a teaching relationship, an educator might need to make choices for the learner, but as time passes, the educator should nurture the learner's right to choose material and progressively assume control of her own learning.

> **A student that I've been working with for three or four years always says: "You give me homework, you tell me what to do. You're the teacher." You just put it back on the learner. You say: "What do you want to do? You know what is important to you and what questions you have." Fairly quickly, the person goes along with that.**
>
> *Laurie Mercer*

In every lesson, there should be opportunities for learners to engage in **critical thinking**. Instead of giving rules to students, the educator is inviting them to form their own generalizations, based on their own analysis. Instead of telling learners only the "who," "what," "where" and "when," the educator should be challenging them to figure out the "why," the "how" and, most of all, the "so what?" Critical thinking should be embedded in every aspect of learning, from discussing literature, to writing journals, to understanding math concepts to understanding word patterns. It is a way of looking at the world that awakens the learner to new possibilities.

> **Critical thinking in the classroom is a new experience for many learners who have sat quietly through years of school.**
>
> *Jane McGovern*

Sometimes that new way of looking at the world is so intimidating to learners that they will resist efforts to engage them in critical thinking. When that happens, the educator needs to move gradually, building in low-risk opportunities for critical thinking a little at a time. Avoid trick questions that can play into any negative self-images the learners might have. Tell the learners what you are doing and why, but do so in a way that makes critical thinking seem inviting, not threatening.

Opportunistic teaching is an important tool for infusing lessons with exercises in critical thinking. Opportunistic teaching means teaching from the moment. An educator might come into class planning to read poems and talk about poetry. In the course of the lesson, learners might start talking about rap, Motown or whatever type of music they like. Instead of taking this shift as a distraction from the poetry, an educator should look at it as an opportunity to talk about poetry in a new way. Just because it is not the discussion the educator had planned on, does not mean that it is pointless. Learners are telling the educator what it is that they find interesting about poetry (that it is a lot like good music). It is up to the educator to spot the opportunity to redirect the lesson.

> **I think it's great when a discussion goes off the topic of the lesson plan, because it's people sharing, and one thing that really factors into teaching is having a good rapport among the students, a place where people can really trust each other, where people feel comfortable sharing, and where people are listening. You've got to make sure everyone's listening.**
>
> ***Nathalie Shapiro***

If the conversation gets too wide-ranging, you might draw the discussion back by focusing on student comments or asking a question. If you keep the lesson's objective and the learners' goals in mind, you will have a better sense of when to let the discussion ramble and when to pull it back into focus.

In working with materials of high interest, you are likely to move from broad discussions of ideas to specific questions about definitions, word patterns, text organization and numerical operations. At all points, look for openings for opportunistic teaching. It is much easier for learners to understand strategies used in reading, writing and numerical problem-solving if the questions are generated by the learners while they are engaged in meaningful activities. It is the difference between the abstract and the concrete.

As you read and write and talk with learners more, you will have a better idea of what kinds of materials interest them. It is better to offer a choice of materials and activities at any one time, because it encourages learners to be selective. If your lesson plan has clear objectives, there is room for the learners to make choices. For example, it does not matter which of several stories the learners choose if the educator has a clear idea of the objective of the lesson. If she feels the class needs to work on summarizing, there are countless stories that will work nicely with that objective.

It is important that the educator shares the objective with the learners. In doing so, she is helping them to become more aware of their own learning and making them partners in the process of planning their curriculum.

Other tips for effective lesson planning are:

- All materials should be adult-oriented. Unless you are teaching parents how to work with their children, materials should never be aimed at youngsters because that is demeaning to adults.
- Build opportunities for success into every lesson.
- Use real-world materials that encourage learners to apply their new knowledge outside the classroom.
- Review relevant concepts from previous lessons when introducing new ideas.
- Explain a concept several ways, and encourage learners to put the idea into their own words.
- Never assume a lesson is going to work; always be ready to make adaptations or shift to an alternative lesson.

How do I start to work with a beginning reader?

With every learner, it is crucial to work from strength. With a beginning reader, it may seem as if the learner is starting from Ground Zero, but if you look carefully, you will see that he knows a great deal about language and even about the printed page.

If you hand him an upside down book, he probably will turn it right side up. That means the learner knows something about letters and the organization of text. Even if he does not know the whole alphabet, he probably has a repertoire of sight words.

If you ask the learner to talk about a favorite topic, you are likely to discover that he is truly an expert on something and has some fairly intricate ways of organizing information in that area of expertise.

> **Some of the trick is trying to anticipate what the students might be interested in, based on the things that they talk about and the things that make up their lives: their children, their work, their dreams.**
>
> *Laurie Mercer*

An educator needs to assess and access the learner's strengths and interests as quickly as possible, so that the student begins to think of himself as a competent learner, someone who has spent a lifetime building up different kinds of knowledge, including some knowledge of the printed word.

For a beginning reader, a one-to-one conversation between the learner and educator is the place to start building that sense of strength. The conversation might begin with a question as simple as: "What kinds of things do you already read?" If the learner replies that he reads nothing, ask if he can make out any of the letters or words on street signs, cereal boxes, billboards or any of the print that surrounds each of us. Anything that the learner can already read should be affirmed as a sign of competence and a base from which to build.

Continue the conversation by asking: "When you have some time to yourself, what kinds of things do you like to do?" and "What kinds of things would you like to be able to read, so that you could do more of the things that you want to do?"

Explore the answers to goal-related questions until both of you have a sense of how the learner's interests and goals can be woven into a plan for instruction. For example, a learner who has a strong interest in church activities might like to read the words to familiar hymns or memorize the words in a particularly meaningful verse of scripture. A learner who loves to cook might enjoy learning the words in a familiar recipe, then using those words to figure out the directions for another dish he has always wanted to try. In both cases, meaningful texts can be used to build sight vocabulary while developing the learner's awareness of print and its myriad uses.

If the learner has children, it is crucial that you show him that he has great deal of knowledge about the world, even if he knows very little about the reading, writing and math that children are taught in school.

> **I think a lot of it has to do with the self-esteem of the parent. Obviously, certain parents have come to a place where they feel OK about the fact that they haven't learned as much as their children, and then other parents are very, very defensive about that. . . . I think a lot of what we do is try to raise learners' self-esteem to where they feel comfortable or confident about reading with their kids, even if they don't know a lot (about reading). Build people's self-esteem around the knowledge that they do have.**
>
> ***Laurie Mercer***

What sorts of activities are appropriate for beginning readers?

Activities for beginners should increase sight vocabulary and build strategies at the same time as they reinforce the concept that an experienced reader reads for a purpose. Usually that purpose is to get meaning from a text, but it can be as simple as having fun with a word game. (Any Scrabble or crossword puzzle fan knows how engrossing word games can be.)

Most of the time, however, proficient readers read **connected text** (whole passages), so that they can construct symbols -- words, numbers, spaces and punctuation -- into chunks of meaning. In short, proficient readers read for meaning, not because they want to exercise their decoding skills. If beginning readers are to become proficient readers, they need to start with that concept and build upon it.

Encourage the learner to focus on the meaning of a text. As he works on understanding the meaning of an interesting story or article, you will be amazed at how much he improves his vocabulary, his word-recognition strategies and his ability to make sense of texts that seem hopelessly difficult at first glance. Best of all, you will see his image of himself as a reader strengthen as he develops strategies for dealing with high-interest, connected text. The text need not be long, but it should have enough substance to make the learner feel he has gotten something from it, not just gotten through it.

> **Use culturally significant reading materials that support a positive self-image and lessons that provoke thought and discussion.**
>
> *Vanessa Martinez*

Even if you decide to play a game with isolated words, build your word list from something the learner is interested in reading. That gives the learner an opportunity to see the connection between word recognition and actual reading. Most of all, the more a learner does with a piece of text, the more he understands and remembers what he has read and the more opportunities he has to apply his growing knowledge.

> **Reading something more than once is definitely important for somebody who struggles with a lot of words. Make some kind of note of words the learner doesn't know. Circle them or whatever. Also, try to get the learner to look at the "big picture" instead of going word for word. Stopping and talking about it in chunks makes for better comprehension.**
>
> *Nathalie Shapiro*

What follows is a list of activities that have been used successfully with beginning readers at CFL. These are just to get you started. Some activities will work with the learner you are working with; some will not. If you observe carefully, you will get a good sense of what works with the learner and what does not. Once you get started, you will make all kinds of interesting adaptations and innovations. You also will find a more extensive list and in-depth description in CFL's Adult Literacy Handbook for Students and Tutors.

LANGUAGE EXPERIENCE APPROACH

In the Language Experience Approach (LEA), a learner talks about any topic that interests him, while the educator takes down every word, using correct spelling and punctuation but not altering the choice of words or the organization of the story. The educator then types or prints the story. Encourage the learner to read the story as many times as necessary, until he knows it by heart. Once the story is familiar, find the words from that story in other materials, and use the patterns of the words he has learned to make other words. You will find more about LEA in CFL's Adult Literacy Handbook for Students and Tutors.

> **Language experience stories of three sentences get at people's expectations, people's beliefs.**
>
> *Sandy Harrill*

READING LABELS

Ask the learner to identify labels on products he uses. Then ask him to start a list of common household products. (Stick with words such as "peaches" or "bread," and skip ingredients such as "sodium stearoyl lactylate." Look for the same words on other labels or in newspaper ads. Make a grocery list by copying the words.

READING ALOUD

Using a high-interest story or article, preferably one the learner has chosen, read it aloud, stopping to address any questions raised by the learner. The learner reads along with you or another reader. When students are reading aloud as a group, less able students may do echo reading, following more able students. Use open-ended questions to stimulate a further discussion of the story after you have read it.

> **We do one or two chapters per class of a novel, Ellen Foster.* Beginning with a summary of previous chapters, students echo one another, as long as the learners choose. Then we discuss it after each reader underlines unfamiliar words."**
>
> *Jane McGovern*

* Gibbons, Kaye. Ellen Foster. Chapel Hill; Algonquin Books, 1987.

You may read the story several times, as long as the learner continues to seem interested and involved. You might even want to tape-record the story, so the learner may work on it independently. If the learner seems ready, pause when you come to words you think he knows, so that he has a chance to say them. Ask the learner to add a few words to a vocabulary list that he keeps in a notebook. At all times, be ready for **opportunistic teaching**, which means you teach whatever the learner seems open to at the time.

> **Our usual procedure is to bring in the Daily News and collaboratively pick one or two articles. The guys read what they can silently, as far as headlines, lead paragraphs, photos, captions, and they look for words they don't know. We define the words and copy them into a notebook. Then we read the article aloud, taking turns, and discuss what the article says and our reactions.**
>
> *Scott Bostwick*

READING SILENTLY

Reading silently is what proficient readers do most, because it is the quickest and most efficient way to understand most kinds of text. When you ask an individual or class to read a high-interest text silently, allow plenty of time for discussion and questions, from you and the learners. Responses to silent reading are likely to move from broad discussions of ideas to specific questions about definitions, word patterns and text organization. When you ask questions about the text, you are providing a model of the internal dialogue that good readers go through as they try to make sense of whatever they are reading. That dialogue starts with the first glance at the title and may continue long after the reader's eyes have left the page. In time, the learners will learn to engage in that meaning-making dialogue independently.

> **The story "Raymond's Run" by Toni Cade Bambara* is great to read and discuss. It especially relates to gender issues: why women dislike each other and what that's all about. Learners love talking about that kind of thing.**
>
> *Sandy Harrill*
>
> *Bambara, Toni Cade. "Raymond's Run," in Gorilla, My Love. New York; Random House, 1960, 1963, 1965, 1968, 1970, 1971, 1972.

As you read more stories and talk with the learners more, you will have a better idea of what kinds of stories interest them. It is better to offer a choice of materials at any one time, because it encourages learners to become selective readers. The learners might even start to bring in stories independently.

How do I work with readers who are more experienced?

As you would with a beginning reader, begin by having a conversation about interests and goals. What kinds of materials does the individual or group want to read? How does improvement in reading fit with other life goals? Explain the importance of looking at how **much** each learner can do, not how little. A positive approach is crucial, because it helps learners to develop the confidence needed to read independently.

> **Essentials: Real reading and writing, and the importance of planning with students. Let the students lead and guide the direction that you take. Have them bring in things that they have questions about -- practical things that you come across, things you get in the mail, questions you have at work, things that your kids ask you that you don't know. Those are all the real practical things that people want to know.**
>
> *Laurie Mercer*

With learners whose sight vocabulary includes most common words (see the Fry list in CFL's Adult Literacy Handbook for Students and Tutors), there needs to be an increased emphasis on developing the strategies necessary for comprehension and critical thinking, To become an independent, versatile reader, each learner needs to develop the following strategies:

PREVIEW a text to access prior knowledge, draw a mental map of what to expect and decide whether the piece is worth the reader's time.

> **We often find a theme or a "big story" in the newspaper, regarding some crime case or murder, and follow it each day, finding articles, making predictions, talking about the progress of the case and how it is portrayed in the paper.**
>
> *Camille Realo*

USE THE CONTEXT of a passage to understand the meaning of the words. Using context cues allows even experienced readers to constantly add to their vocabularies. Also, only the context can make the meaning clear. You **wind** a clock, but the **wind** blows your hat off your head.

> **We're reading chapters of a book called Ellen Foster. It's good for continuity from class to class, and it's really relevant to people's lives.**
>
> *Sandy Harrill*

* Gibbons, Kaye. Ellen Foster. Chapel Hill; Algonquin Books, 1987.

SUMMARIZE an article or story and trace how the details relate to central concepts. Inexperienced readers often get lost in a sea of recognizable but incomprehensible words Learning to summarize in their own words helps learners to get the gist. Once they have that, it is easy to sail thorough the rest of the text, even if it is a long article or a story.

SKIM for a specific piece of information. A key word or phrase will pop out of the text if the learner lets his eyes glide over the text in search of it.

ANALYZE a text for inferences, unstated assumptions and the development of ideas. Learning to see the underlying connections is an important step in critical thinking.

> **"When we read a story, such as Edgar Allan Poe's "The Tell-Tale Heart," I read it very, very expressively, to the point where I get a student reaction. I stop and ask comprehension questions, have students link actions, summarize or predict what will happen. After the story, we compare what happened with what we thought would happen."**
>
> *Amy Mummert*

COMPARE a piece to others that are in some way similar. The contrast between two or more pieces on the same topic will help the learner see each one more clearly.

> **My class researched their dates of birth in old newspapers. . . . They were amazed at the discovery of events that happened at the time of their birth.**
>
> *Joanna Carty*

EVALUATE a text in the light of each learner's experience. Was the text worth reading? Does it reflect the goals and interests of the learners?

What should I do when a learner makes an error in reading a word?

If the learner reads a word incorrectly and that error (miscue) does not affect the meaning (such as substituting "house" for "home"), it may be ignored unless the learner is consistently confused about the word.

If the miscue does affect meaning, the educator or another learner may interject the correct word without breaking the reader's concentration. Only after the reader has had an opportunity to understand the entire passage should the educator discuss the miscue. To do so sooner would encourage the learner to focus on the isolated words rather than the meaning of the passage.

Many errors conceal signs of strength. For example, if a learner says "could" for "cloud," that miscue demonstrates a great deal of knowledge that should be acknowledged by the educator. Look for the logic behind the miscue, then try to show the learner the connection between what he said and what the actual word is.

The most important thing to remember is that real reading is about making meaning, not avoiding errors.

What sorts of activities are appropriate for improving the strategies of more experienced readers?

Activities for more experienced readers help the learners to make connections within a text and between a text and the world. As they learn to read more critically, they learn to think more critically about their lives and the world around them. Hence, the task of the educator is not only to help learners to become more powerful readers but also to help them see the power of the written word and the critical thinking that goes into it.

A sample of activities for more experienced readers follows. For more ideas, please refer to CFL's Adult Literacy Handbook for Students and Tutors or to the bibliography in this manual.

> **We read an excerpt by Bill Cosby* on fast reading -- clustering, skimming and previewing – then we used these techniques on materials I brought in.**
>
> ***Nathalie Shapiro***

* Cosby, Bill. "How to Read Faster," an International Paper Company ad. For a copy, write: "Power of the Printed Word," International Paper Co., Dept. 3, PO Box 900, Elmsford, NY 10523.

PREVIEWING

Give the learners a long (two- to ten-page) article or story. Look at the pictures, titles, subheads and any other display elements. Ask the learners what they know about the topic, what they expect the text to cover and what questions they hope to have answered as they read. Invite them to quickly read the first and last few paragraphs, scan over the remaining text, then refine their predictions and questions.

Encourage learners to focus not only on key words but also key ideas. It is easy for inexperienced readers to get sidetracked by one or two key words and miss the interrelationship between the words that shapes the message of what is being read.

After they have read the piece, ask them how it was the same or different from what they had predicted it would be. Help them to see how previewing made the piece easier to understand, even if it was different from their predictions. This activity may be done in writing or orally (perhaps with the educator or one learner jotting some notes on a board).

USING CONTEXT

As a piece is being read silently or aloud, ask the learners to circle or underline words they want to learn and use context clues to figure out what they mean. Encourage learners to mark unknown words and then skip over them, so they can get the meaning of the passage. Once they have understood the gist of what they are reading, help them to substitute synonyms that would leave the meaning intact.

Use **cloze exercises** to encourage readers to use context clues. Experienced readers usually can understand a text if a few words are omitted or illegible, because they are working at a level of meaning and can easily fill in the gaps. In a cloze exercise, certain words are left out, so the learners can fill them in. Take a story the learners have never seen and block out words that can be reconstructed by a careful reading of the text. Show how substituting words with the same meaning does not alter the message. An alternative way to use a cloze exercise is to leave blanks for words from the learners' vocabulary lists.

Be careful to not overuse cloze exercises. They are fun, but they should not be used so much that they distract learners from the process of making sense of connected text. Experienced readers know how to use context clues to make sense of meaningful text, not to do cloze exercises. Balanced lesson planning is important.

SUMMARIZING

Write a sentence or short paragraph that traces the central ideas in an article or story and explains how they relate to one another. Be careful not to limit the summary to a single main idea. Usually there are several chunks, or clusters, of information that relate to each other in a particular way. When learners look for a main idea, they too often see only the topic and not way the central ideas are connected.

COMPARING

Find two stories or articles that have similar themes or styles. Ask the learners to look at how they differ, how they are the same and how looking at them as a pair helps the reader see each one more clearly.

> **So we were working on unstated assumptions. Most of social studies is about this process of extracting information. What's inferred? This concept can be very complicated sometimes. . . . It's not how we are trained to think. . . .**
>
> **(The class started reading newspaper articles about a promising teenage track star, who had been found dead in Philadelphia's Fairmount Park, and the arrest of her mother on murder charges. The learners talked about what they had heard in the community, and they compared that with stories found in various sections of the newspaper.)**
>
> **We were able to talk about why one article stated assumptions and was on the Features Page and why another article supposedly stated the facts, because it was on the front page of the Metro Section. . . . I also talked about whose opinion is it that controls where information ends up in the newspaper. It's maybe two editors' opinions of what makes a fact.**
>
> ***Catherine DeLong Smith***

MAPPING

Map an article or story. Use a diagram to show how ideas are related. The key ideas should go in the center or at the top, with lines connecting them to supporting details This exercise helps learners to see the structure of a piece of writing.

SKIMMING

In a non-fiction article, look for several specific pieces of information. Demonstrate how to use subheads and key words as guides, then invite the learners to try it. It's like a treasure hunt.

Find a piece that is complex. How does one piece of information cast a different light on another? Which words provide the clues needed to make inferences? How does reading between the lines affect the reader's understanding of the story?

EVALUATING

After a piece has been read, ask each learner to judge whether it seemed worth reading, whether he agreed or disagreed with it and whether each of its parts fits with the others.

TEST-TAKING

For multiple choice tests that are based on reading passages, show learners how to preview questions, understand precisely what they are asking, then look for the key words in the text that support the best answers. Learners need to practice being as specific as possible. To build up their ability to focus on key words, find a fact-laden article and invite the learners to make up the trickiest questions they can find support for in the text. When other learners get wrong answers, ask them to edit the questions to make their answers right. Use test-taking exercises to demonstrate how subtle changes in key words can make a big difference in meaning.

WORD GAMES

In a whole-language approach to reading, word-recognition strategies are practiced primarily by reading materials that interest learners enough to make them want to continue reading. If a self-proclaimed non-reader tells you that he is tired because he was up late reading an article in a newspaper or magazine, you can be sure that he has been getting needed practice in word-recognition strategies, even if it was not part of the lesson plan.

For additional practice, games may be used as entertaining vehicles for sharpening awareness of word patterns. The games listed below may be designed (by an educator or learner) to incorporate words found in whatever the learner or group is reading. They may be adapted for learners at any level.

SEEK AND FIND Design a grid that hides words that the learners circle. The educator or a learner may make up a puzzle so the words are horizontal, vertical or diagonal. For more experienced readers, the words may even go from left to right to bottom to top. Most newspapers have Seek and Find games, but the disadvantage to using them is that you cannot embed specific words that the individual or group has been learning. If you have access to a computer, look for simple programs that allow you to make your own Seek and Find games.

SCRAMBLES Offer a list of words with mixed up letters and ask the learners to try to figure out what they are. Start with words of only three or four letters, then work up to longer words from the learners' vocabulary lists.

ANAGRAMS Ask the learners to make as many words as they can from a single word.

LETTER GRIDS Make a grid with three or four rows of letters and ask the learners to string adjacent letters together to find familiar words with three or more letters. Any letters that meet side to side, top to bottom or corner to corner may be used, but they must touch. The same letter may not be used twice in any one word. (For example, two n's may be used only if they occupy different positions in the grid.) For beginners, the words may be spoken rather than written. You may assign points based on word lengths, and you may or may not impose a time limit. You may or may not allow proper names. If you were working with a group and you wanted to play for points, any words that more than one person saw would have no point value. The winner would be the first person who reached a predetermined score, usually 50 points.

This is a lot like the game of Boggle, but it is different because an educator or learner makes up the letter grid, which makes it possible to embed specific words and patterns. For example, if you were working with words that contained "ea," you might set up a grid like this:

MRE
EAT
BTS

A beginning reader's list might include: EAT, MEAT, MAT, SEAT, SAT, BEAT, BAT (but not BEE, because that would mean the player had skipped over a letter to get the second E). A more experienced reader might find: BATTER, MATTER, STEAM, MASTER OR BEAST (but not STATS, because the same S would be used twice.)

With a more advanced group, an educator or learner could embed a multisyllabic vocabulary word. For example, OSTENTATIOUSLY could be embedded in a four-row grid.

MOST
ATNE
TIOU
YLSN

By adding the M and N to the corners, many more words can be made (such as MOTIONS and NOTIONS, but not TOMATO -- too bad, it would have been a great word to find), and the main word is concealed a bit to make it more challenging to find.

The best thing about the word grid game is that it is so easily adapted to the learners' needs. The game can be used with beginners, who are just starting to recognize patterns, as well as advanced learners who are heading off to a GED exam or secretarial training program. Everyone can play, everyone can be challenged and everyone -- even the educator -- can become more alert to word patterns.

How do I start to work with a beginning writer?

The most important task for an adult who has spent a lifetime thinking of herself as a non-writer is to begin to develop a writer's self-image. The task of the educator is to give that person plenty of opportunities for success in everything from grocery lists to expressive writing. At this point, success is defined solely as making meaning, not avoiding error. Whether the learner is completely new to writing or has some experience, it is important that the educator always makes it clear that the learner's writing is important.

> **Work on goals that learners have from the very, very beginning. Help people see a little bit of progress. Go for a success that is absolutely concrete as soon as possible. I try to let people know that I care about what they are writing.**
>
> ***Sandy Harrill***

What sorts of activities are appropriate for a beginning writer?

For those who are just starting to put letters onto a page, it can be challenging and satisfying to copy frequently used words, such as names of family members or household products. Sending a birthday card to a loved one or taking a shopping list to the supermarket can be a major achievement. Ask the learner what she would most like to be able to write, then start there.

> **I mean, reading is different, because you kind of *have* to read, but writing, so many people just get away without ever doing it. Once they start keeping a journal, you see all sorts of improvement because they are *doing* it. It's like practicing a sport. If you practice writing, you're going to get better at it. I also encourage people to do writing first in their sessions, because a lot of tutors and students fall into the trap of never getting around to writing. They start with reading, and writing is the more difficult of the two, so they just put it off and put it off, and then the session's gone and both are relieved that they never had to do it.**
>
> ***Laurie Mercer***

It also is important for you to validate any composing process as writing. If a learner makes up a story or journal entry and asks you to play stenographer, the learner is writing that piece as surely as the business executive who dictates a letter is writing her own correspondence.

> **I have students dictate letters to family members living in other countries, make a carbon copy and have the student take it home to go over. Or I read the story into a tape recorder and the student takes home a tape and the original. Next time I bring in a typed copy to class, so the student can mail it if he or she wants.**
>
> ***Anita Pomerance***

As the learner builds rudimentary knowledge of sound-symbol relationships, she may begin to do independent expressive writing, using invented spellings. Do not worry about correctness; concentrate on meaning. If the learner is to become a seasoned writer, she must stop worrying about error long enough to get the practice she needs to become competent.

If you write along with her and in response to what she has written, you will provide a model of what an experienced writer does and show her how much fun it is to get involved in an exchange of ideas. Writing also will sensitize you to the struggles of all writers, experienced and inexperienced.

> **The most important part of teaching writing is thinking about how I write . . . trying to write myself and then reflecting on what's working or not working for me. . . . You can't teach it if you don't do it.**
>
> ***Stephanie Hirsch***

How do I work with writers who are more experienced?

With writers who can easily produce a few sentences, the objective should be to strengthen their sense of themselves as writers and to give them lots of activities that explore the uses of writing. The focus still should be on making meaning, but it might be appropriate to introduce lessons on organizing ideas or addressing specific types of problems that the learner or group has with the mechanics of English. If you are not sure how much technical work the learners are ready for, introduce a simple concept and see what happens. Are the learners interested and challenged, or are they suddenly so afraid to make errors that they are writing less?

Most of all, give each writer opportunities to talk about her own work. In "Teaching the Other Self: The Writer's First Reader," Donald Murray, who has worked with many students in basic writing classes, stresses how important it is for a fledging writer to be heard not only by an educator but also by "the other self," the part of any writer that reads what she has written and even what she has not. Once the writer's logic is better understood, it is easier for the educator to guide the writer toward a text that is closer to what she had intended. (Please see the Bibliography for a reference to Murray's excellent article.)

In a class of adult learners, the other learners often take on the role of teacher and sometimes even the role of other self. ("Remember last week when you talked about that? Weren't you trying to write . . .?") After they listen to the writer read her work, they comment on it and work on getting it closer to what the writer intended.

For the writer, the initial ripple of embarrassment about being in the spotlight usually gives way to the writer's desire to make herself clear to an audience of peers.

During a group critique, the teacher's comments serve to help all learners, not only the learner whose work is being discussed.

In addition to commenting during group sessions or writing notes on each paper, the teacher may schedule individual writing conferences, to give the writer a chance for a more private discussion of her work. Before you introduce individual conferences, figure out how long they will take, what the rest of the group will be doing during that time, and how often you would like to have them. It is better to start slowly than to go into them full force, only to drop them when they take more time and energy than you have.

> **Writing conferences are hard to manage, but I find that they help people if they know that I care about what they have to say. That lies at the heart of getting them to write more.**
>
> *Sandy Harrill*

No matter how you decide to structure responses to expressive writing, be sure to allow each writer time to revise. Through working with revision, each writer learns to think of writing as a controllable process rather than an exercise in frustration.

Although nothing makes someone feel like a writer the way expressive writing does, it is important to include more functional types of writing. Writing a letter to a child's school or learning to fill out a job application can be a deeply satisfying experience for someone who has never had the confidence to do so. With more functional tasks, it is appropriate for the educator to insist on correctness, because the learner will be at a disadvantage if she fills out an error-ridden job application or request for fuel assistance. It is better for the learner to copy the information needed for official documents or ask for help than it is to fill them out incorrectly and suffer the consequences.

What sorts of activities are appropriate for more experienced writers?

FREE WRITING

Free writing helps learners see how much they have to say at the same time it builds a sense of community in a classroom.

> **Writing our own stories of our own experiences is always powerful.**
>
> *Maribel Le Bron*

You decide how long the class or individual learner will write, usually five to ten minutes, and you schedule it at the same time every day. The learners may write about anything on their minds, but they must keep writing -- even if they say something like: "I can't think of a thing to say."

If you write along with the learners, you will have a chance to model different writing strategies. At the same time, you will be able to voice concerns, praise or observations.

> **During the first five to ten minutes of a session, the student and educator each write a letter to the other about what is new since they last met. Letters are exchanged, and each person edits the other's work and even writes a response. It's a nice ice breaker.**
>
> ***Camille Realo***

When the free-writing time is over, each writer may read what she has written. Encourage learners to share, but do not force them to do so. This is their writing; they may do with it what they please.

If the thought of writing about absolutely anything that comes to mind leaves learners stymied, modify the free writing exercise by suggesting a broad topic.

> **Free writing about stereotypes is a good subject. What are they? Why do people use them? I collect pictures and advertisements that target certain stereotypical images and bring them to class to discuss. Tradition is also a good source of free writing. What are traditions? What are some that exist only in your family? If you don't have traditions, would you like to start a few?**
>
> ***Irma Torres-O'Brien***

During the first few times, learners groan about free writing, but after the initial awkward period is over, learners usually look forward to it.

> **Writing about future plans nearly always works. Similarly, writing about the past works, especially if people are in recovery.**
>
> ***Sandy Harrill***

After a few weeks of free writing, you should see much more fluency in the writing. At that point, you may or may not want to abandon free writing as a regular activity, depending on the goals and interests of the learners. Once free writing has been learned, it may be used as a device to smash through writer's block when learners are faced with more formal writing assignments.

FAST WRITING

Fast writing is a lot like free writing, because learners must keep writing for a certain period of time. However, the topic is specific, and it can be generated by you or the learners. Another difference is that a fast-writing exercise may be done in small chunks.

> **Fast writing exercises always are a treat. Students get decreasing amounts of time to respond to a sentence I say. It gets to be a race with students competing to get the most words down until I say stop. Some ideas I use are:**
>
> **I feel happy when . . .**
>
> **I feel sad when . . .**
>
> **I want . . .**
>
> **I'm glad I'm not . . .**
>
> **Doing this helps students ease into essay writing. It also helps to break down barriers between students as they find out that they have common concerns.**
>
> ***Nathalie Shapiro***

BRAINSTORMING

Brainstorming about a topic can teach learners not only about generating ideas but also about finding clusters that tie ideas together. Introduce a topic or question, then invite learners to say anything they want about it. List each idea as succinctly as possible, so lots of information can be displayed at once. When the brainstorming ends, ask the learners to find the key ideas(s) and the supporting details. Ask them if anything needs to be omitted and why. Ask them to write, using the results of their brainstorm to guide them.

> **Having the class brainstorm together helps. Sometimes (but sometimes not) when a spontaneous discussion erupts, people are willing to let that energy be harnessed into writing.**
>
> ***Sandy Harrill***

MAPPING

After brainstorming, a good way to help learners to organize their thoughts is to ask them to draw a map that shows the relationships between the ideas that have been generated. Once the relationships of the ideas have been represented, learners will find it easier to write a carefully structured piece.

> **We did a great class on clustering. One of the students went up to the board, and she started the map going. . . . . And, you know, you almost have to stop yourself sometimes and realize that what started as your idea is no longer your idea. So I just shut up, because my idea of clustering is all over the place, whereas her idea was to have the word in the middle with a line, with all the good things up here and the bad things down there. I got out of the way, and that is how we did it. They had this really rich list.**
>
> ***Catherine DeLong Smith***

RESPONDING TO LITERATURE

Responding to literature can be a wonderful way to improve reading and writing simultaneously. The more someone tries to write about a piece, the more closely she reads it, and the more closely she reads it, the better she understands it.

> **I played an African folk song for the class. I played it several times and asked them to listen to the words and to think about what the words mean. Students wrote about the meaning of the song and how the song could apply to their own personal struggles in their lives.**
>
> ***Joanna Carty***

A response to literature can be based on a loose question, such as: "If this were a movie, what would you tell a friend about it? Say whether you like it or not, and explain why." It also can be based on a more focused question, such as: "In what way were the three main characters in this piece alike, and how did that affect what happened to them?"

The looseness or tightness of the question should depend on the learners as well as the piece of literature.

Another way to respond to literature is to imitate it.

> **I usually choose a story type based on whatever we've been reading recently. Students have a contest to see who can write the scariest or most suspenseful or most romantic story. They read their stories aloud, and then they vote on the winner.**
>
> ***Amy Mummert***

If writing a story independently is intimidating, turn the assignment into a whole-group activity.

> **After reading a story, students choose a mood or tone to copy (scary, dreamy, angry . . .). Each student in turn contributes one sentence orally to the chosen mood. After each student speaks, a volunteer records each speech on paper. Once the story is complete, the person who recorded it reads the whole thing back, accompanied by appropriate mood music.**
>
> ***Amy Mummert***

When you are choosing literature, be sure to include culturally diverse pieces that reflect the experiences of the learners.

> **I think that a piece like "Girl"* is really good because it shows that that type of writing . . . is really a valid and accepted form of literature. You know that is writing; you can buy that in a bookstore. I think that made them feel real good about writing their own "Girl", because it made their feelings seem valid.**
>
> ***Nathalie Shapiro***
>
> *Kincaid, Jamaica. "Girl," in At the Bottom of the River. New York; Plume Contemporary Fiction, 1992.

DEVELOP A SCRIPT

Engage learners in writing a play or a movie script. At any one point, you may simplify the task by asking them to concentrate on setting a scene, developing a character or devising a plot. As their work proceeds, they will begin to see how they can make different aspects of the script fit together.

> **Learners enjoy bare-bones conflict building. One character encounters a stranger and tries to get something the other may or may not want to give.**
>
> *Bill Burrison*

WRITE POETRY

Ask the learners to build a poem, individually or collectively. If they are afraid of writing poetry, ask them to write song lyrics, so that they can start to play with the rhythm of the words. Another way to get them started is by setting up writing exercises with repetitive elements.

> **We write "I remember . . ." poems. Each student writes "I remember . . ." five times. Then, we go around the room and each person contributes one "I remember . . ." to a developing class poem. I usually tape it, transcribe it and give the students a copy. Sharing these memories is an ice-breaker among students.**
>
> *Nathalie Shapiro*

COMPOSE A LETTER TO A PUBLIC OFFICIAL

Ask learners to put together a carefully researched letter to a public official about a topic that is of intense interest to them. Is a school district policy hampering the education of the learners' children? Is there a vote due on legislation that would affect learners' lives? Is there a dangerous intersection that could be improved? Show the learners how to learn all they can about the issue and use that knowledge to produce a powerful, persuasive letter. It is terribly exciting when learners get responses to their letters, and even better when their letters produce change. In a class, the letters may be written individually or worked on by small groups or the whole class.

WRITE A MOVIE REVIEW

Invite learners to write a review of a movie they have seen, then read student reviews as well as critics' reviews from popular magazines and newspapers. You might even want to schedule a trip to the library to look up the critics' reviews.

BECOME A COLUMNIST

Learners can have as much fun writing columns as they can reading them.

> **Students enjoy reading Dear Abby letters and then writing responses as if they were Abby.**
>
> *Amy Mummert*

> **My student dictates his story to me for a sports column. He reads the story back to me and makes his own corrections. Sometimes we discuss other sports writers' techniques.**
>
> *Kathy Murphy*

TAKE PHONE MESSAGES

Ask learners to take telephone messages from scripts that have been concocted by you or another learner. Let the learners read their messages back to see what was correct, what was missed and what was scrambled. Tell them names and phone numbers must be verified with the caller, but other spellings are not important. What is important is getting the message straight. As they get comfortable, give them messages with crucial pieces of information missing and encourage them to ask questions. Ask them to practice message-taking at home. This activity strengthens listening and note-taking strategies.

MAKE A LIST

This is especially good when an individual learner is preparing for an important meeting, such as a job interview, parent-teacher conference or medical consultation. Ask the learner to make a list of all the points she would like to raise during the meeting. Encourage the learner to take the list and a note pad to the meeting.

TAKE NOTES

Ask the learners to take notes while you or another learner reads an article. At the end of the article, the learners should compare notes.

KEEP A JOURNAL

Encourage learners to keep journals on a regular basis. A journal could contain a learner's thoughts about anything and everything, or it could be focused on specific topics. Because private thoughts and feelings form the core of journals, they should never be corrected by an educator.

> **Keep a journal. Just a regular journal. . . . . because it gets them writing. So many adults don't write as part of a normal part of their lives, unless they write for their job. You know, most people don't write. And if people feel like they *can't* write, that they're not good with words, they are going to do everything verbally.**
>
> ***Amy Mummert***

In a **dialogue journal**, an educator provides a detailed response to the learner's writings. While responding to the content of each learner's journal, the educator is able to model correct spelling, grammar and punctuation without ever correcting what the learner has written.

The dialogue journal concept also works as an educator's response to different kinds of writing.

> **On each person's paper, whether it's an essay, a paragraph, or whatever, I do a kind of dialogue journal. For example, I write to the person: "I like that you remembered to . . . Next time, try to . . ." People really appreciate the personal attention that this provides. It is also a good way to help people's individual problems that are not group problems.**
>
> ***Amy Mummert***

A **learning log** is a kind of diary in which learners write what they learned during today's lesson and what they would like to learn next.

It can help learners to reflect on their own learning processes, so that they may become their own best teachers.

> **Diary-keeping and creative journal writing continue to be the best in-class strategies, particularly when the themes are unusual or dynamic.**
>
> *Yumy Odom*

WRITE ESSAYS

Constructing a single essay as a group can be a non-threatening introduction to essay writing. Ask the learners to brainstorm on a topic generated by you or them. As ideas surface, you or a learner may write them on a board. Once there are enough ideas to work with, show the learners how to organize them into an essay, with a clearly stated opening paragraph, a body that supports the introductory statement, and a summary paragraph. As the learners become more comfortable with group essay writing, ask them to work on individual essays.

To sharpen awareness of what essay questions are asking, show learners how to look for key words. Practice by analyzing a series of questions and outlining responses. Listen carefully to be sure the learners are providing specific responses to the questions, not just writing about general topics.

How should I teach mechanics, such as grammar, punctuation and spelling?

Teach mechanics in the context of the writing. Look for patterns that need work, and work on them little by little -- not in some intimidating flurry of correction. If mechanics are taught as needed, it is more likely that they will be remembered and incorporated into each learner's work and less likely that fear of making mistakes will keep learners from taking the risks that are necessary if they are to become accomplished writers.

When you find a trouble spot, look for an analogous strength that points up how well the learner's language logic works. For example, if someone is having trouble with sentence fragments, point out that many of the learner's sentences are complete and help the learner to analyze key components.

> **I have students do oral histories of each other. Students interview each other about life. Where were you born? Who are your parents? Your grandparents? What are your happy memories or sad memories? Then the students write up the interview they did and we (or I) type them into a computer. We use the rough draft as a basis for grammar and punctuation lessons for the whole class. Then we put the real histories into a book for everyone to share.**
>
> ***Roslyn Don***

If you are teaching grammar, spelling and punctuation, get the reference materials you need to be sure you are making accurate corrections. Don't be afraid to look something up in front of the learners. You are modeling the behavior of good writers. Tell the learners that no writer is expected to know everything, then show them how to find answers to a writer's questions about mechanics. (One excellent source for questions about grammar, punctuation and usage is The Gregg Reference Manual, which many seasoned office workers have sitting on their reference shelves.) However, urge learners to avoid looking at a dictionary or grammar book until they have said what they want to say. Worrying about form ahead of content may result in poorly developed ideas. Teach learners to get their thoughts down, then work on organization, then go to spelling, punctuation and grammar.

> **Respond to content first. Talk about what learners liked about the writing or how it could be expanded. Ask questions about it. Then let students ask questions about their spelling and punctuation. You know, no red pens. . . . I actually had a tutor walk up to me one time and say "Do you have a red pen I could borrow?" I was like: *"No, I do not!"***
>
> ***Laurie Mercer***

If learners get stuck because they do not know how to spell certain words, teach them to use invented spellings, which they can check on after they have gotten their words down on paper. If there is a word the learner cannot even approximate, tell her how to spell it, so she can get on with the writing process.

If there are four or five words that the learner has underlined and added to a notebook of "her words," use that list to develop lessons in words with similar patterns. Seeing the connections between different words will help her to develop confidence in her spelling strategies. The more she develops confidence, the more she will do the reading and writing that is necessary for her to become a good speller.

Punctuation may be approached in much the same way as spelling. Look for patterns that present problems for the learner and work to teach them little by little.

Working with grammar calls for a great deal of sensitivity and judgment on the part of the educator. In general, grammar that reflects a person's dialect should not be corrected unless the learner has expressed an interest in learning to write according to the conventions of Standard English. To insist on "proper English" shows a lack of respect for cultural variations in language patterns. Even if learners have expressed such an interest, focusing on grammar before learners have developed confidence in their ability to express themselves in writing might impede their progress.

Whenever you do decide to work on the mechanics of English, be prepared for some long, hard work.

> **We go over basics. If they have something that they want corrected, I write: "Is this a proper noun?" And they remember: "Oh gosh, that's right, it's a proper noun. I'm supposed to capitalize it." We go over things like synonyms and homonyms, like "there," "their" and "they're." . . . In all the classes I've taught, these are really hard spots. Or I'll have them write a sentence and have them read it out loud to the other people, and they'll have to say whether it's right or wrong. I mean we really work together.**
>
> *Nathalie Shapiro*

How do I know what a learner should be working on in math?

At CFL, learners work on everything from adding two numbers together to solving complex geometry problems -- even in the same class on the same day. It is a constant challenge to monitor each learner's progress, so that he is challenged but not frustrated. To do that, you will need to engage in a continual process of assessing and reinforcing what the learner knows, so that he can see himself as someone who uses math every day and is capable of learning to use it in new ways.

> **Don't teach skills in isolation of each other, but show how everything connects. Language and math are connected.**
>
> *Jane McGovern*

Begin the assessment by asking the learner how his personal goals are related to math. Does he need to learn how to measure areas and perimeters, so that he can do a home improvement project? Does he need to understand fractions better, so that he can alter recipes? Does he want to understand geometry better, so that he can talk to his children about triangles and trapezoids? Whatever his goals are, find a way to work toward them as you plan math lessons. Although a math workbook may be useful, it is important to supplement the workbook exercises with goal-oriented problems.

To assess technical knowledge, ask each learner to do a variety of problems, from basic addition to fractions, decimals and percentages. Be sure to ask the learner to save his scrap paper, so you will be able to tell whether he is making minor computational errors or really does not know how to do certain operations.

If the learner is weak in addition, subtraction, multiplication or division, you will need to start there (in that order), so that he has a good foundation before he moves on to decimals, fractions and percentages. If a learner is ready to move on to algebra or geometry, ask him to try some problems. Evaluate the work he does on those to decide where the learner should begin.

If you do use a workbook, check to see whether it has answers in the back. If there are no answers in the book itself, make a teacher's copy available. Asking the students to check their own answers makes them more independent learners and gives you more time to focus on trouble spots.

If you are working with a class or a group, encourage collaboration among learners.

> **I grouped students together who have had problems solving and figuring out word problems. I gave them a sheet of 12 problems that required mixed operations. The group discussed and solved all problems collectively, with little assistance from the teacher.**
>
> *Joanna Carty*

Teach the learners to study the examples and try the problems before they wade through any long, confusing explanation of how to do an operation. If they read the explanation before they try the problems, they will convince themselves that they cannot do the work. If they go through the explanation after they have gotten a sense of what they need to do, the explanation will be easier to read and will build on their intuitive understanding of the problems.

If the learner easily grasps a math lesson, encourage him to make the best use of his time by moving on to the next lesson. (With adults, there are no gold stars for finishing a whole page of easy problems.) If a learner gets stuck on one particular lesson, ask him to put it aside for a day or two and work on something that he can handle more easily. When he goes back to the original lesson, he is likely to have a better time with it, because he will be less frustrated and he will have had some time for the problems to percolate in his brain.

After a learner has mastered a particular lesson, check to see that he is incorporating that knowledge in later work. You might find that some review is needed to reinforce what he has learned and show how it is related to other areas of math.

> **In math, the most important thing is to present a concept in as many ways as possible. Have learners write their own word problems as well as read word problems.**
>
> *Jane McGovern*

How can I help learners who have math anxiety?

A lot of anxiety is created because learners think of math as a confusing set of rules that they do not know how to apply. While it is important to give learners lessons that are structured well enough to provide opportunities for success, it is crucial that you show them that math is fundamentally about finding connections and patterns. Most learners think of math as memorization of certain pre-set ways of using numbers. It is the educator's task to guide each learner toward genuine numeracy, so that he develops an understanding of math as a language and is able to use math to interpret and change the world around him. When a learner understands the power of math in his own life and is given opportunities to prove his competence in thinking critically about numbers, anxiety will give way to the excitement that comes with the ability to engage in meaningful problem-solving.

Learning that patterns and connections exist is the first step toward critical thinking about numbers. The easier a learner spots the patterns and connections, they better we say he is at math. That is why it is so important for the educator to explicitly stress connections between what the learner knows and the unknown. As the learner practices spotting connections between the known and the unknown, he is developing strategies that have applications well beyond mathematics.

As a learner grows familiar with the process of problem solving in mathematics, the educator can apply the process to areas outside of mathematical equations and introduce games and puzzles. Whereas the games might once have seemed confusing and impossible, with experience in finding patterns and making connections, a learner might feel a new confidence to rise to the challenge. Games also reduce the risk factors in problem solving. An actual math equation might seem too hard to risk failing, but a game is only a game. It is OK to win and lose.

What should I do to help a learner who does not know all the tables?

Because knowing the tables is a tool he must have to fully engage in problem-solving, he needs to memorize the tables as expeditiously as possible. Give him a drill sheet that contains -- in random order -- all the combinations on the tables. Start with addition and subtraction, then move on to multiplication and division. (Any learner who can do 50 accurate computations in a minute does not need to do drills.)

In a group, you should time the drill so that learners can barely finish, even if that means asking some of the learners to start a minute or two later. When the drill is done, invite (but don't force) each learner to recite at least one row of answers. After a couple of times, people usually jump right in, because they are proud of how well they are doing and they feel that the class is a safe place to make a few mistakes.

As the answers are read, each learner should correct and circle any errors. Ask each learner to look at how many he got right, so that he can see how much he already knows. After he looks at the number of correct answers, he should list the ones he got wrong. Those are the only numbers that need attention. The easiest way for him to learn them is to write each one on an index card or a self-sticking note, then put them up on his refrigerator, bathroom mirror or TV cabinet -- anywhere he looks several times a day.

Showing a learner how to use a calculator might help him get past the tedium of learning tables and into the excitement of solving problems. However, make sure some of his work continues to be done without calculators, just to make sure he learns the tables and stays in practice.

If I am working with a class in which each learner is working at his own pace, how do I pull everyone together for group activities?

As you are working with each person, look for the threads that run through the whole group. For example, you might notice that place value is as much of a problem for the people who are starting to work with decimals as it is for those who are doing a good job of analyzing algebra problems but are getting tangled in computations. Try presenting a multi-step problem that deals with dollars and cents, so that everyone can get involved in working with place value, even learners who have had no formal introduction to decimals.

> **People in my classes do math individually, and sometimes we do a selected word problem that somebody's working on. That works well. People are interested in at least becoming acquainted with word problems that might be different from what they're working on. The student puts it on the board, not me usually.**
>
> ***Sandy Harrill***

Presenting problems to the whole group is important because it builds camaraderie at the same time it helps learners to apply their knowledge. It also gives the advanced math students a review, the beginners a preview and the in-between students a "new view," as CFL teacher Yvette Walls likes to say.

> **Using student names in math problems makes the problems more interesting.**
>
> ***Matthew Smith***

When you make up a problem for the whole class, try to incorporate several steps, so that the learners are forced to think analytically about what they need to do to solve the problem. If there is a formula that only some of the learners know (such as an interest formula), quickly show everyone how to compute that. The problem should be within everyone's range of competence.

Look for real-world situations. If you design a problem that deals with an everyday issue, such as figuring out the least expensive way to travel around town or calculating the true value of a sale, it will demonstrate the importance of math to each learner. Better yet, after the learners have watched you make up some problems, invite them to make up their own.

> **Use as many hands-on kinds of activities as you can. To teach measurement, use rulers, yard sticks and tape measures. Measure everything in the room.**
>
> *Jane McGovern*

If possible, bring in **manipulatives**, that provide three-dimensional illustrations of the concepts you are trying to teach. Manipulatives are great tools as long as they are geared to adults, not children. Using a box of brightly colored children's blocks might be demeaning to adults, unless you were showing a group of parents how to use simple toys to teach math concepts at home. However, using foods as math manipulatives could be delicious as well as appropriate

> **We started fractions with a scrumptious blueberry pie to show how 1/2 = 2/4 = 4/8, then we ate it!**
>
> *Nathalie Shapiro*

How can computers help an adult learn?

Computers can build a learner's confidence. Seeing a three-line experience story flash across a computer screen can seem wonderfully high-tech to someone who has never worked with a computer, and that can be a big boost to self-esteem. The responsiveness of much of the educational software that is available also can provide the feedback that builds self-assurance. Because computer graphics are so much fun to look at and play with, she is likely to spend more time practicing whatever she is in the process of learning, strengthening competence and confidence.

Computer-assisted learning can also stimulate a learner to be more independent. Once she has learned some simple commands, a learner can begin to use the computer to do all sorts of things with writing, word games and math puzzles. She will find it easier to get extra practice, teach herself about whole new areas (including the keyboard itself) or work on collaborative projects with other learners. The choice is hers.

What should I look for when I am selecting software?

You need to be sure that the software you make available to learners complements other instructional materials used in your program. For example, if you use a whole-language approach to reading you should steer clear of software that is limited to traditional phonics drills, even if the graphics are temptingly beautiful. If you are not sure if the software is appropriate, ask yourself if you would use the lessons it contains if they were on paper.

What does a learner need to know to start using computers?

Anyone who uses a computer is constantly refining her knowledge, but there is really not much to learn before a learner can operate a computer. In the first few times someone uses a computer, it is most important that she feels comfortable and relaxed. That means you might want to do most of the mechanical functions, such as turning on the equipment or accessing software. However, as she gains confidence, she should be taught how to perform all the basic functions Gradually teach her to:

- turn on the equipment
- log on
- access software
- open a new file
- retrieve an existing file
- save a file
- delete a file
- print
- quit the program
- turn off the equipment.

> **People were apprehensive about the idea of working with computers. Students would say: "I never worked on one before." But by breaking it down to a real basic level, we got over that.**
>
> *Fred Woodson*

If her reading is strong enough for her to use a computer manual, show her to use the index and table of contents to find answers to her questions about the equipment or the software. Looking for answers in a manual is a good exercise in selective information gathering.

Additional suggestions about computer-assisted learning are available in three CFL publications: Information Booklet for Macintosh Computer Sites , Information Booklet for IBM Computer Sites and Language Experience Approach for Computer-Aided Instruction. CABLEWORKS Newsletter, a quarterly produced at Drexel University. also is an excellent source of information. It is available by writing to the Office of Computing Services, Drexel University, Philadelphia, PA 19104-2884, or by calling (215) 895-6753.

Where can I find materials and other information resources for learners

Free or low-cost resources and materials are available from the following sources:

THE RESOURCE ROOM at headquarters has scholarly articles as well as books and articles that educators may borrow for learners. To access the materials there, check the big white notebook labeled "Resource File Index."

LIBRARIES are great sources not only for books but also for records, tapes and videocassettes. Introduce learners to the library, particularly to the librarians. Learners need to know that libraries are places where they will be welcomed and assisted. If learners are reluctant to use library computers, give them a basic lesson on how to use the search functions to find materials by author, title or subject.

THE READER DEVELOPMENT PROGRAM (RDP), operated by the Free Library of Philadelphia, provides free books for adult learners in Philadelphia literacy programs. A new educator should schedule a visit to RDP to discover what is available. An RDP catalogue is on the shelf in the Resource Room.

NEWSPAPERS often have articles about community issues that interest learners. If you are interested in making newspapers a regular feature of your lessons, check to see if special rates are available for adult education programs.

ADVANCE is a comprehensive data bank and clearinghouse operated by the Commonwealth of Pennsylvania. AdvancE is very helpful if you need to search for information on any topic in adult education. Call (800) 992-2283. The address is: PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333.

What procedures should I follow if I want to order materials?

Work with your team to determine priorities on how to allocate your annual budget for instructional materials. When a decision is made on what to purchase, you or another team member should submit a purchase order to your supervisor. If the purchase is approved, the supervisor will send it to the Business Office, which will order the materials.

> **I think the most important tools I use in teaching are listening and observing. I like spending the first month with a class just identifying learning styles, needs and interests; noticing how the learners' personalities interact with mine, and thinking about how I am going to work with all of that.**
>
> ***Jane McGovern***

What can I do to make a class or small group successful?

Understanding the limits, possibilities and demands of the educator's role in developing a class or small group is essential if you want to create an environment in which adults can learn. Initially, a new educator might think that building a successful class consists of determining what the learners need, writing up creative lesson plans, then presenting those lessons in the classroom. She may assume that information will flow smoothly from Point A to Point B, out of the educator into the learners. Nothing could be further from the reality of being in a roomful of adult learners.

Developing lessons around reading, writing and mathematics is only the beginning of creating an environment for learning. There is a long list of other factors that influence a class: learners' self-confidence and self-concept; the relationship between the educator and the learners; decisions about what will be taught and who will do the teaching; managing paperwork; and even finding tables and chairs. How an educator handles these factors is as important as the lesson plans she brings to class.

> **What I would say to a new teacher is: "Give yourself time." We expect people to get out of school and then be teachers. You are supposed to be well-versed in everything, and no one can be.**
>
> ***Sandy Harrill***

In all classrooms, trust is at the core of the learning process. From Day One, the educator should try to create an atmosphere of community, where learners can take risks and feel that they will not be judged harshly. When there is a feeling of community among learners, it is easy for students to become educators and for individuals to become their own best teachers. When that happens, the eclipse of the teacher's authority is a sign not of failure but of the ultimate success -- empowering students to see themselves and one another as important sources of knowledge.

One way to build a feeling of community is to use free-writing, so that learners can speak their minds and be heard by others who share their concerns, if not their experiences. Another way is to encourage discussion, even if it momentarily veers from the lesson plan.

> **I would never cut people off when they've got something to say. It is the most horrible thing you can do, really. Especially if it's really personal. If it's got nothing to do with what we're talking about, I say: "Why don't we talk about that after class or during break?" If it's motivated by a piece of writing, I say: "Well, thank you for sharing that.." It's kind of nice to know that we all go through the same types of stuff.**
>
> *Nathalie Shapiro*

Perhaps the most important way to build trust is to be honest with the learners about yourself. While it is important to never abuse the authority of the teacher's position to proselytize about your political or religious beliefs, if you are less than honest about who you are and where you stand, they will sense it and hold back parts of themselves that might help their growth as learners.

> **When a student confesses to skipping words when he reads, I say "Hey, you skip words? Me too!" A teacher's self-disclosure can really validate how a student feels.**
>
> *Sandy Harrill*

What makes a good educator?

This question has no definitive answer. There are as many kinds of successful educators as there are people who enjoy teaching. But no matter how they teach, experienced educators tend to cite some common factors when they are asked about what makes a teacher successful. They are:

- Encouraging learners to set goals for themselves and the class
- Being committed to the concept that each person can learn
- Having the self-confidence needed to merit learners' respect
- Setting a good example by being on time and appropriately dressed
- Being organized and prepared
- Being able to articulate why and how something is taught
- Observing and listening
- Being ready to shift gears when a lesson is not working
- Knowing how to adapt lessons for learners at different levels
- Giving learners time to think before they answer
- Being able to show learners how to evaluate their own learning
- Being honest with learners
- Having a sense of humor
- Caring about every learner.

One factor that is often overlooked is that a successful educator usually has a healthy appreciation of her own needs and limitations. You cannot be a good teacher if you are working so earnestly that you never even stop to take lunch. Take time for breaks away from the classroom. You cannot be a good teacher if you always have to have the right answer. Show the learners that it is fine to make a mistake or to not know something; knowing how to find the answer is what is important. You cannot be a good teacher if you cannot make a sensible compromise between all the things you would like to do with your classes and the amount of work you can realistically fit into your busy life. Learn to prioritize your "to-do" lists. You cannot be a good teacher if you are instructing every minute. Build some independent or quiet collaborative activities into your lesson plans. You cannot be a good teacher if you regard every learner who drops out of your class as your personal failure. Accept the reality that no matter how good your class is, some learners might not benefit from it, either because of competing responsibilities or because the class itself is not right for them.

If this sounds negative, it is because new educators tend to be hard on themselves. They tend to overextend themselves to the point where they simply cannot sustain the energy and enthusiasm they are pouring into their classes. When that happens, they need to find a healthier balance if they are to continue as educators.

> **A lot of times, if I'm just explaining and explaining and maybe one student just isn't getting it, I look to someone else in the class and say: "Please, why don't you try and explain this, because I'm not getting through. Maybe you can explain this better."**
>
> *Nathalie Shapiro*

When the balance shifts and the educator puts more responsibility on the learners, something surprising happens -- the learners usually benefit. One teacher spent years diligently going to the library to find information for her students. Finally, she got tired and insisted that they go on their own, with ample instruction from her on how to use the library. The end result was that she spent less time at the library and the learners spent more, until they became quite comfortable with looking things up for themselves. Everyone gained.

The most important stimulus to professional growth is to reflect on your own practice. Keep a teaching journal, write in it regularly and reflect on it from time to time. You will begin to see patterns and connections in what you do. You will be applying critical thinking to your own practice, and in the process, you will see yourself becoming a better teacher.

In addition to self-reflection, you need to make sure that you are getting the stimulation you need from other educators. Take advantage of any professional development resources that are available. Visit the library and look for new ideas and information in professional publications. Go to literacy conferences. Attend seminars. Talk with other educators.

> **For people who are on their own, coordinating a whole project independently, I think it would be really important to network with other agencies. Have some kind of regular meeting, or combine a training with another agency.**
>
> *Laurie Mercer*

How should I handle discipline problems in the classroom?

If learners are being noisy or rowdy, gently tell them that everyone is in the class to learn and that disruptive behavior interferes with learning. Also, be sure to encourage learners to collaborate in setting rules for behavior in the class. Then, anyone not in compliance with the group's own rules may be reminded of the collaborative decision about standards of behavior and asked to conform to them.

Usually a reminder from you or a class member is enough to end disruptive behavior. If not, talk to the unruly learners individually and inform your supervisor of the problem.

What is the role of the coordinator?

The role of the coordinator is to facilitate the work done by small groups and student-tutor pairs. The coordinator assesses learners, matches students and tutors, conducts training sessions for learners and volunteers, provides recommendations for instruction, makes sure that everyone has a place to meet, plans special events, monitors the progress of learners and collects data on every participant. Coordinating is a complex job that requires empathy, knowledge of how adults learn, problem solving and attention to detail. The rewards of coordinating lie in seeing the bonds that develop between learners and tutors and watching how those bonds create a climate for learning and growth.

> **I've noticed that two things help a student to be successful. The first is doing work outside of sessions, reading and writing at home. The second is having a good relationship with the tutor. I always stress that at the trainings. The relationship is so key. If a person doesn't feel comfortable with the tutor, you know, the learner is not going to make progress.**
>
> *Laurie Mercer*

INITIAL CONTACTS WITH LEARNERS AND VOLUNTEERS

The coordinator usually is the first person to have an extended conversation with learners and volunteers about literacy instruction. Usually a referral will come after a learner or volunteer has had a brief discussion with a member of the support staff. It is the coordinator who explains who we are and what we do.

Particularly with learners, it is essential to be sensitive, clear and discreet. Listen to the learner's concerns, explain program options and procedures, and be very careful to protect his privacy. Many people are reluctant to enter a literacy program because they believe there is a stigma attached to anyone who needs help with reading and writing. Never call a learner's home or workplace and tell whomever answers that you are from a literacy program; say your name and ask to speak with the person you are calling. If asked for more information, say you are from an adult education program.

Once you reach the learner, schedule him for an initial assessment as quickly as possible. It often takes a great deal of courage for someone to call a literacy program for the first time. A long delay between the first call and the assessment can shake the caller's resolve and make him decide it's all too hard, after all.

With a prospective volunteer, it is important to make him understand that tutoring is a serious commitment. A tutor is expected to meet with a learner twice a week for 90 minutes a session. We ask that tutors adopt a whole-language, learner-centered approach; respect the adult learner's dignity and experience, and agree to continue meeting with a learner for no less than six months. If someone is not ready to meet those conditions but still wants to help, you or your supervisor may have other ways the person can support your work. If the person seems like an inappropriate candidate for tutoring, consult your supervisor about how to deal with the matter as graciously as possible.

TRAINING

Coordinators build bonds with learners and volunteers during the training process. Most, if not all, of the trainings in your area will be done by you or a member of your team. CFL has two types of training for ABLE tutors. The traditional training is a three-session, nine-hour program for tutors only. The newer and more widely used training, the Student Tutor Orientation (STO), is a four-session, 10-hour program that involves the student and tutor together. In both types of trainings, you get to watch the volunteer develop his knowledge and sensitivity. In the STO, you get a chance to see how the student-tutor pair is using the training to lay the foundations for the learner's education.

For the STO, the coordinator must match the pair before the second session. For a traditional training, the pair is matched after the tutor has completed the training. In both cases, the learner is assessed before the match.

SUMMARIES AND RECOMMENDATIONS

After you have completed the assessment, while details of the interview are still fresh in you mind, fill out a Summary and Recommendations sheet. The summary should highlight the learner's goals and interests and suggest ways of improving several key strategies. Summaries need to be clear and thorough but not rigid. Ask yourself if the tutor and student are likely to understand and follow through on your recommendations. Would another educator be able to look at the IPC and figure out why you made your recommendations? The best way to learn to write a good summary is to ask your mentor to show you a sample of at least five IPCs. What would you suggest? Compare your suggestions with those made by the person who did the summaries. Discuss any differences with your mentor.

Remember that the curriculum each student-tutor pair is about to generate from the goal sheets and your recommendations should function as a continuation of the instructional time you have spent during the initial interview. Therefore, you should try to represent the following:

- the learner's perceptions of reading and writing, and how to encourage ongoing dialogue about the learning process, itself;
- particular strategies the learner uses (sight words, letter sounds, context, etc.) and how to build a full array of strategies for reading and writing;
- suggestions for appropriate materials based on interests and goals, and for how to use them in an instructional setting;
- suggestions that include working on writing in an integrated way with reading instruction.

The best way to improve on any particular technique or strategy is to read and write. Focusing on **subskills** in isolation works as a sort of spot check, when the need for that subskill appears in the course of the reading and writing you are working on. Too much attention to a particular subskill, out of context, and unrelated to the student's goals, can detract from learning and give a distorted impression of what learning is.

When you encourage a learner, for example, to work on using context clues and reading for meaning (the two tend to go together), you may mention the cloze exercise, but do it in tandem with all the other activities that build on comprehension: pre-reading, discussion, critical thinking questions, retelling, rereading, and talking about what it means to get meaning from the page and why that's reading. The cloze exercise by itself will not necessarily magically produce the use of context clues. It is an exercise, nothing more. Word patterns and flash cards fall into the same category. Use them, but use them well.

When you go over the recommendations with the tutor and learner pair at the match, make sure you explain the techniques you recommend and how what you say applies to the student's learning process. Do this in order to engage the learner, from the beginning, to generate his own curriculum.

MATCHING

When you are matching tutors and learners, you need to look at many factors, and you need to be willing to base decisions on the best information you have -- which probably will not be as much as you would like. Will these strangers get along? Do they have compatible schedules? Do they share interests or hobbies that might make learning more fun? Does either have special needs? (If so, see Referrals on Page 75.) Is one a talker and the other a listener, and is that a problem or a strength?

There are no hard-and-fast rules involved in making matches, If you make good ones, learners thrive, volunteers stay enthusiastic and you will get a deep sense of satisfaction. If you make a poor match, you will be besieged by angry phone calls or, worse yet, silence as both decide that being in a literacy program is not worth the effort.

To keep that from happening, you need to monitor the pair at least once a week during the first month or so. Make suggestions, listen to problems, offer encouragement . . . anything to help the pair settle into a comfortable, productive routine. If the match is not going well despite good support, face up to it and make rematches without delay.

At the pair's first meeting, you need to offer a choice of instructional materials, go over your Summary and Recommendations and be sure each member of the pair has phone numbers for each other, for you and for the site. Remind each person that he must call the other in advance if he cannot make it to a session. (After three no-shows, a tutor may be dropped from the program and a learner may be reassigned to a class or another tutor.) Underline the importance of a learner-centered program, in which the learner takes control of his own education. Stay with them a while to answer questions and help them get started. Call the learner and tutor the next day to see how the session went. The tone you set in the first meeting is likely to endure.

> **Students need to realize that they can choose what they want to read what is interesting and important to them. It's amazing how many tutors, even after having gone through our training, still stop by and pick up a book for their students. I hate that. I don't want someone picking out a book for me to read, and I'm sure the tutors don't either, so why would we do that to a student? Treat learners' reading the way you would treat your own: You don't like a book, you put it down. No one said you had to keep going. Why should they?**
>
> *Laurie Mercer*

MONITORING PAIRS

Once pairs have been well-established, you need to monitor them only about once a month. The ideal way to monitor a pair is to visit a learning site and have a chat with them. If that is not possible, call at least one member of the pair once a month to see how things are going. Place sign-in sheets at all sites, including any computer center you might have in your area. That way, you will be able to spot any attendance problems early and try to keep them from turning into retention problems. As you are doing your monthly attendance, be sure to confirm the attendance data that is on the sign-in sheets. It may be that the pair has been meeting and not signing in. If so, please remind them of the importance of signing the sheet.

WAITING LISTS

Unfortunately, the supply and demand of learners and volunteers do not always match. If there is a class open that suits the learner's interests, it is easy to make a referral. However, when a one-to-one match is indicated and there is no tutor available, you need to keep the learner informed, on a weekly basis, of the status of the prospective match. A tutor needs to be given a reasonable estimate of how long the wait will be for a match, then send a form letter once a month to assure the tutor that he is still on the waiting list.

The Center For Literacy offers a range of programs and services designed to bring learners and volunteers together, acknowledge their efforts and serve people with special needs.

SUPPORT GROUPS

Each team is responsible for holding a monthly meeting to share ideas and information with learners and volunteers. The geographic team determines the agenda, the time and location of the meeting and the type of refreshments that will be served. The team is also responsible for informing participants, through fliers, in the area newsletter or by telephone.

ACHIEVERS

Learners may join a student-run group known as the Achievers. The Achievers plan the annual Student Speak Out and other events, raise funds, take trips to literacy conferences, send math teams to classes and do a host of other empowering activities. If you know of a learner who would like to join, the front desk will happy to give you some names of Achievers the learner may contact.

RECOGNITION EVENTS

Learners, volunteers and staff need to be applauded for all their hard work. To that end, two agencywide recognition events are held each year: a Student Speak Out, usually in late winter or early spring and a Student-Tutor Recognition Event, in May or early June. The Speak Out gives learners opportunities to read their writings. In 1993, a standing-room-only crowd of learners braved icy rains to come to the Speak Out and share their work. The Student-Tutor Recognition Event also is exciting, because so many learners and volunteers gather to celebrate. Learners and volunteers also are encouraged to come to CFL's major fund-raising event, usually in the fall.

NEWSLETTERS

Two types of newsletters keep learners and volunteers informed. Local newsletters, produced by each team, offer news of that area and address questions and concerns raised by participants. The agency-wide newsletter, produced by the Director of Public Affairs, contains more general news about CFL. Both need **success stories**, which can be big morale boosters for learners, tutors and staff. If you know of learners who have made great strides, please share their good news.

RECRUITMENT AND OUTREACH

To build up the numbers of participants in your program, you need to work with your team on strategies for outreach. It might mean getting into the habit of distributing brochures and business cards, putting up fliers (see the Director of Public Affairs for assistance), contacting churches and other community institutions, networking with human service organizations or arranging recruitments with the County Assistance Office. As always, word of mouth is the most powerful means of recruitment. How we treat participants today affects how easy it is to recruit tomorrow.

REFERRALS

At CFL, a Referrals Counselor is available to help you find services for learners. If a learner is ready to move on to other educational programs or needs assistance from human service agencies, the Referrals Counselor will help you to make appropriate referrals. If any learner, even someone who is not enrolled at CFL, seeks such assistance, we should do everything possible to make a referral.

If a learner seems to be having difficulty seeing, she may get a free vision screening and low-cost prescription lenses at the Eye Institute. See the Appendix or the forms bin at headquarters for an Eye Institute form. The Business Office coordinates contacts with the Eye Institute.

NEW DIRECTIONS

Under Pennsylvania's New Directions program, if a learner qualifies for public assistance, she also may apply for a range of educational benefits, including carfare to instructional programs and financial assistance for child care, testing, books, equipment and clothing. In some programs, learners qualify for daily needs-based payments, or stipends. For additional information, check with the New Directions representative at the County Assistance Office nearest to you.

What does an educator need to do to manage sites?

- Mark the sites in your area on a map that shows transportation routes, so that you will know which sites are most accessible for each participant and you will be able to recommend a travel plan, whether the participant intends to travel by car or public transportation. For each site, note hours of operation, phone number and contact person. If possible, put the map up on a wall, so you can refer to it as you talk with learners about prospective sites.

- If there are changes in a program's location or hours of operation, promptly notify all participants and post a notice at the site. Include that information in your area's next newsletter.

- Always have an up-to-date contact at each site. Make sure the contact receives a copy of each newsletter and an invitation to every neighborhood and citywide recognition event.

- Include all sites and contacts on a list that is given to the Facilities Manager and updated when there are changes.

- Do as much as you can to make each site inviting by decorating walls, displaying materials, getting comfortable tables and chairs, arranging adequate lighting and keeping everything as clean and orderly as possible. A learning site should make each person feel good about being there and eager to get started on that day's lessons.

- Avoid air fresheners, incense, cut flowers and anything else that might trigger allergies.

- Leave fliers at the site, so that everyone who uses it will be aware of the program.

- Make sure that the site is secure at all times. Lock entrances, especially at night. Allow only authorized people to enter; and be sure they sign in and out.

- When you leave a site for the day, be sure doors are locked properly, windows are closed and equipment and lights are turned off. Check to make sure that everyone else has left the site.

- Provide a copy of an emergency plan for each site to the Facilities Manager, and post that plan at the site.

- If there is a fire or other emergency at the site, use the posted emergency plan to help you guide all participants to safety as quickly as possible, then call 911 (or 0, if 911 is not available) and your supervisor.

- Give the Business Office a copy of the keys to your site and cabinets or instructions for access, so someone can get into the site and the files if you are unavailable.

- If there are problems with the condition of the site, speak to the owner or property manager as soon as possible. If that does not get results, inform your supervisor.

What do I need to do to add a site?

- Carefully analyze program requirements, staffing needs, location, site quality and expenses before you agree to open a site. Use the agency's community network to learn of available sites. Consult your supervisor before you proceed. If rent is required, the Executive Director must approve the expenditure.

- Make sure all legal requirements and building codes are met before you move into the site.

- Order telephones, furniture, lighting, cabinets and supplies well in advance of the opening.

- Notify participants of the site's opening.

What should I do if a participant has special needs?

- If a learner or volunteer has special needs, check the Site List (see Appendix), which specifies which sites are accessible to people with special needs. If a learner has needs that cannot be met by your program, contact the Referrals Counselor, so an appropriate referral can be made. Under the Americans With Disabilities Act, we must make reasonable accommodations for people with physical or mental disabilities.

- If a person has special needs, ask what sort of facilities and services he would like in order to accommodate those needs. For example, someone on crutches might prefer to use a third-floor room in a building with no elevator. As long as he can go up and down the stairs safely, the choice is his, not yours.

- If you plan to assign a site to a person with special needs, go to the site yourself first and examine it from the point of view of that person. For example, if you plan to assign a site to a person who uses a wheelchair, go there and try to use the entrance designated as wheelchair accessible. Can you get into the building, or are you blocked by a locked door that has no bell and no one monitoring the door? Do you have to pass through loading-dock debris, or is the way clear for a wheelchair? Once you get into the building, can you get to the places you need to go, or are there barriers to a wheelchair? In short, put yourself in the place of the person with special needs and see if the site passes the test. If it does, fine. If it does not, see whether simple modifications (such as adding a portable ramp or removing some boxes) could make the site accessible. If not, you will have to look elsewhere.

Why is record-keeping important?

Good record-keeping is essential for several reasons. With good records, you will find it easier to keep in touch with learners and volunteers and do the sort of follow-up that is essential for a high-quality program. With good records, you can do a better job of planning and evaluating programs. With good records, we can monitor educational quality and trends and assure funders that we are running responsible and effective programs for learners.

What does record-keeping entail?

Every agency that offers adult literacy programs needs to submit comprehensive records to municipal, state, federal and/or private institutions. (For a better understanding of what the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education requires, see the Proposed Indicators of Program Quality, in the Appendix, as well as the student and staff forms developed by the ABLE Bureau.) While many of the forms mentioned below are unique to CFL, the reporting requirements are not. Although the reporting procedures outlined below are specific to CFL, they are intended as guidelines for educators at other agencies.

STUDENT FOLDERS

The foundation of all good record-keeping lies in the individual student folder. For every student who is active, preactive, inactive (but still on attendance list) or remactive (waiting for a rematch), there should be a folder that contains:

- A copy of all student forms submitted to Data Processing. (The only exception is that coordinators should put the Student Intake/Data Sheet into a Student/Volunteer Binder, so that key information is easily accessible when monthly attendance calls are made.)

- All notes, letters, articles and memos to, from or about the learner.

- A portfolio of the learner's work, which should reflect the varied materials and activities used in instruction. The portfolio gives the student and educator opportunities to evaluate progress and emphasize that learning and assessment are continuous. It is an integral part of the PC2, which also should be in the folder.

Keep folders in a locked cabinet or drawer that is near your work space, so that you have easy access to student records but no unauthorized persons can see confidential information. For coordinators, folders of active and inactive students should be alphabetized by last name and be kept close enough for you to reach while you are on the telephone. Folders of preactive and remactive students should be kept in a folder marked "Matching." These are the folders of learners who are waiting for matches or class assignments, so they need to be in a place that is highly accessible.

When a student drops out or completes, slip a completed Student Exit Form into the folder and move it to a section in the back of your file drawer or cabinet. That way, the most accessible spaces are saved for the most-used files.

If a learner or volunteer transfers to another CFL program, transfer the records to that program and complete an internal referral sheet. Attach a copy to your monthly report, so that the Data Manager is aware of the transfer. The coordinator or current teacher is responsible for keeping the records until the person is officially enrolled in the other CFL program.

If someone transfers outside of CFL, keep the person's records in a special transfer folder and attach a note to your monthly report. That will make it easier for CFL to study transfer patterns throughout the agency.

STUDENT/VOLUNTEER BINDERS

For coordinators, monthly follow-up calls will be greatly simplified if you keep Student Intake/Data Forms alphabetized in a notebook.

When you do monthly calls, you can enter hours and comments onto the form. In the back of the binder, keep data sheets on all active volunteers. If you maintain a complete binder, it will make it easy for your successor to understand what each pair has been doing.

When a student drops out or completes or a volunteer decides to leave the program, move the data form to the person's folder.

NAMES AND NUMBERS

Keep a list of telephone numbers you can refer to when you are not near program records. If you are coordinating, write the phone number of every person you interview or match in your personal appointment book, right under the name and time. If you need to reschedule, you will not need to go through the double inconvenience of searching for the person's number. If you are a teacher, keep a running list of names, phone numbers and addresses (which you will need if you are in the habit of sending postcards, materials or follow-up notes), or ask each learner to fill out a 3-by-5 address card during the intake process.

All educators should keep an appointment book that includes all the dates that are published in Staff Stuff, CFL's monthly staff newsletter, and in the agency's monthly calendar. If you need an appointment book, order one through the Business Office.

All educators must contact headquarters every work day. Call the receptionist or stop by her desk as soon as possible after you arrive for work. This makes it easier for her to relay any messages to you and to verify your schedule for that day. If you must be late or absent, notify the receptionist and your supervisor well in advance of the scheduled start of your day. If a teacher must be absent, she should try to find a substitute. If the teacher must cancel a class, she must notify her supervisor, the learners and someone at the learning site as promptly as possible. A coordinator who must be absent or late is responsible for notifying anyone who had made an appointment for that time.

If you have call-forwarding at your site, always notify the receptionist when you turn it on or off. The same applies to answering machines.

MONTHLY REPORT FOLDER

In a single folder or section of your cabinet, keep a copy of the program reports you submit to data processing. Attached to those reports should be students' and volunteers' sign-in sheets, your tally of non-instructional contact hours and how they were spent, success stories, notes about students who refuse to sign forms or take standardized tests and any other documents that clarify your monthly reports. If anyone has a question about your reports, you won't have to guess at why you wrote something the way you did -- you'll know.

CALENDAR

Keep a calendar that lists not only all your appointments but also all the agency's events and reporting deadlines. If you keep an accurate and complete calendar, you will find it easier to manage your time and you will have an excellent reference source when you do reports.

FORMS FOLDERS

Keep folders of all the forms you need for specific activities, such as an "Intake" folder, a "Monthly Report" folder and an "Exit" folder. Organize each folder so that you can reach a complete packet of forms, without sorting and sifting and searching. Keep a Reporting Checklist in the front of each folder, along with any other relevant instructions.

FILLING OUT FORMS: GENERAL TIPS

- Leave nothing blank. CFL maintains all data on a computer system, so it is essential that all spaces be filled. If a Social Security number is missing, write 000-00-0000 and explain why it was not available. If none of the information in a particular question applies to learner, write "NA." If you leave blanks, the Data Manager will have to write up a Missing Student Data form or code your attendance blank, and that means extra work for both of you.

- Be sure to use the latest forms. If you have photocopied and re-photocopied, go into the forms bin (near the mailboxes) and make sure you have the latest, greatest form.

- Be sure your name, area and date are filled in on each form.

- If you don't understand a form, talk to your supervisor or the Data Manager. They are as eager as you are to make sure you are completing the form properly.

FILLING OUT FORMS: TROUBLE SPOTS

There are some forms that have raised many questions. Fortunately, there are clear answers. Here are the trouble spots:

EXIT DATA: Even if a learner comes to the program only once, you must fill out a Student Exit Form. The learner will have made no gains, but you still must acknowledge that person entered the program, however briefly, and left it.

When the exit form asks about **non-instructional contact hours**, you should indicate the number of hours you spent providing referrals, counseling and other non-instructional services. The time the learner spent on assessment or working on the computers should be logged under instructional contact hours.

If you check **"early separation"** on Question 3, be sure to indicate the reason on Question 4. Do not check "early separation" if the learner met a personal goal. That's a "completion."

On Question 5, circle the number of **grade levels** or ESL levels the learner advanced. Note that this is different from the broad categories of levels addressed in Question 1. In that question, someone re-enrolls in a higher level only by moving from 0-4 to 5-8 or from 5-8 to 9-12.

If students are 0-4, no standardized tests are given to them, so you need to use the guidelines listed below. Students progress about one grade level for every 50 hours of instruction, so the guidelines are:

10-50 hours	0-2 grades
51-100 hours	1-3 grades
101-150 hours	2-4 grades
151-200 hours	3+ grades

Question 6 deals with **impact data**. This is our chance to show funders and the Board of Directors that our program helps learners meet their goals. Check each item that applies, and note the interconnections between items. For example, if you check 37 ("improved basic skills for personal satisfaction"), you must check 42 ("improved reading, writing and math") and 55 ("met personal objective," which refers to any personal goal, even though it is in the Economic section.).

GLOBAL SCORES: When you do follow-up global scores, either copy the original sheet and use that or include the information from the original into the first column.

In the **Standardized Test** section, if your student did not take a test, that must be indicated. No testing is needed at the 0-4 level, so in that case write "0-4" after grade level. For any other situation in which testing did not need to be done, write "NA" after "Other." (Every student in a one-to-one program must have an opportunity to be tested unless that person is clearly 0-4. Some students in classes do not need standardized tests, depending on their funding sources. If you are not sure whether your class must be tested, check with your supervisor.) If the test was refused, check off the "refused" line and attach a note explaining how and when the test was offered and why it was refused. For someone who drops out before testing, write "Unavail, early sep." at the bottom of the section.

NAA INCOME ELIGIBILITY FORM: Be sure to fill in the **Social Security** number. If the learner cannot give you a number, write 000-00-0000 in the appropriate space and state that it was unavailable.

If the **learner refuses** to fill out the form, you should indicate that and sign and date the form in the Coordinator/Teacher space. (Always explain to learners that the program is free to them no matter what.) Eligibility refers to whether CFL is allowed to include the learner in a program in which businesses get tax credits for contributing to agencies that benefit low-income participants.

Note that **Family Unit** refers to all people related by birth, marriage or adoption. It does not include unrelated lodgers or foster children. Circle the size of the family unit and be sure to check the appropriate Means of Verification you saw.

ATTENDANCE BLANK STATUS CODES: These refer to the status of the data as well as the status of the participant. Participant codes are:
Active: Person has hours this month
Inactive: 0 hours, still a participant
Preactive: Person interviewed, not matched
Rematctive: Person needs rematch
Complete: Person has met goals and left CFL
Drop: Person left before meeting a goal
Transfer: Transferred to other CFL program

Data status codes are:
(Exit): Exit form submitted, 2nd global needed
Global: 1st global missing
Paperwork: intake, NAA, global missing
Need exit: Need exit form after educator has written "drop" or "exit" on attendance blank
NAA: NAA form missing
Transfer: Student has transferred to your program but has not accumulated hours
Referral: Student was referred to your program but has not accumulated hours

If more than one code applies to a student, a second code will appear where the tutor's name is usually printed.

ABBREVIATIONS

Here is a list of commonly used abbreviations:

ABE: Adult Basic Education

ABLE: Adult Basic and Literacy Education

CAO: County Assistance Office

ESL: English as a Second Language

GED: General Educational Development (high school equivalency diploma)

JTPA: Job Training Partnership Act

MCOL: Mayor's Commission on Literacy in Philadelphia

NAA: Neighborhood Assistance Act, a state law that allows businesses that contribute to programs that benefit low-income participants to receive tax credits.

PAACE: Pennsylvania Association of Adult Continuing Education

PDE: Pennsylvania Department of Education

PIC: Private Industry Council

RDP: Reader Development Program of the Free Library of Philadelphia.

SEG: State Education Grant, part of JTPA

TLC: Tutors of Literacy in the Commonwealth

143: State Adult Literacy Act 143, which authorizes state funds

322: Section 322 federal funding, administered by the state, for operational programs

353: Section 353 federal funding, administered by the state, for special projects

REPORTING CHECKLIST

Monthly Report (due fifth of month in attendance box on first floor)

For each class you teach:

__ Monthly report for teachers
__ RDP orders (attach copy)
__ Overview of curriculum (for last month and current month)
__ Two lesson plans
__ Referral sheets, including CFL and MCOL
__ Student hours recorded on computerized attendance sheet
__ Note on changes in addresses or phone numbers

For any program you coordinate:

__ Monthly report for coordinators
__ RDP orders (attach copy)
__ Referral sheets, including CFL and MCOL
__ Monthly planning calendar
__ Student and tutor hours recorded on computerized attendance sheet
__ Note on changes in addresses or phone numbers

For a new student:

__ IPC or Group Assessment form
__ Summary & Recommendations
__ Global Assessment Summary Sheet
__ Standardized test forms (for learners in programs that require standardized testing, but not for 0-4 or ESL))
__ Student Intake/Data Form
__ NAA Income Eligibility Form
__ Name and hours added to List of New and Returning Students

For a continuing student, whose data was submitted earlier in the program year:

__ Hours recorded on computerized attendance sheet
__ Name and hours added to List of New and Returning Students

After reassessment of a continuing student:

__ PC2
__ Summary & Recommendations
__ Global Assessment Summary Sheet (with original and updated global scores)
__ Standardized post-test (for learners in programs that require standardized testing, but not for 0-4 or ESL))

Annual Report

When student completes or drops before end of year (June 30 for state-funded programs):

__ Student Exit Form
__ Global Assessment Summary Sheet (with original and updated global scores)

For continuing students at end of program year (June 30 for state-funded programs):

__ Student Exit Form
__ Global Assessment Summary Sheet (with original and updated global scores)

Revised 6/30/93

What should I do if I am leaving a class or a program?

In general, you need to make it as easy as possible for the agency to document what went on in the program and, if the class or program is to continue, you need to leave it in good order for the next person who will work there. What follows are specific guidelines for leaving a class or program.

- Clean and update the files. Go through the files and the attendance sheets and note any change in status. Exit participants who have not been attending for two months or more and who have not informed you of any plans to resume participation. Complete all paperwork on new participants.

- If you are a coordinator, match as many people as you can before you leave. If you cannot match some learners, make sure your notes on them are clear, so the new coordinator can have as much information as possible. Stop doing initial interviews two weeks before you leave. It is better for the new coordinator to do them himself, so he gets to know the learners he will match.

- Inform all active participants of the change. Write a letter or call them if you cannot tell them in person.

- Leave your work space clean and in good order.

- Write a note to provide background information on any special circumstances, impending tasks or previously scheduled appointments.

- If you are leaving a class, give the new teacher a copy of your recent lesson plans and a summary of recent work done by the class, if it differs from the lesson plans.

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Reflections on the educational underclass and hopes for change.

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Clear, well-indexed reference on grammar, punctuation, usage.

WRITING

Elbow, Peter. Writing Without Teachers. New York; Oxford Press, 1976.

Getting started, working through fears about writing.

MacRorie, Ken. The I-Search Paper. Boynton-Cook, 1988.

Researching a topic in unconventional ways stimulates interest.

Murray, Donald M."Teaching the Other Self: The Writer's First Reader," College Composition and Communication, Vol. 33, No. 2, May 1982.

Good explanation of how to listen to a writer's internal logic.

Center For Literacy

PUBLICATION LIST

ADULT LITERACY HANDBOOK STUDENTS & TUTORS

BASIC LITERACY TUTOR HANDBOOK SUPPLEMENT

FUNCTIONAL LITERACY CURRICULUM RESOURCE BOOK

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READ TO ME!: TIPS ON READING TO CHILDREN

I DON'T SPEAK ENGLISH...BUT I UNDERSTAND YOU

READING FOR THE ROAD

SOWING THE SEEDS: A WORKPLACE CURRICULUM

SELF-ESTEEM FOR PARENTING

LEARNING FOR LIFE SERIES:

- ON MY MIND: A COLLECTION OF STUDENT WRITING
- QUESTIONS TO CONSIDER
- BUILDING LESSONS ON STUDENT'S NEEDS & INTERESTS

EXPLORING CULTURE

CONFLICT RESOLUTION

UNDERSTANDING YOUR TELEPHONE BILL

Please contact CFL's Business Office to order any publications. Send your order to CFL at 636 South 48th Street, Phila., PA 19143.

CENTER FOR LITERACY
1992 SITE LIST

CENTER CITY PHILADELPHIA

Rohm and Haas[AC]
Independence Mall West
6th & Market Street
Philadelphia, PA 19106

Arch Street Methodist Church[C]
Broad & Arch Streets
Philadelphia, PA 19107

The Gallery for Learning[ACT]
1005 Market Street, G11
Philadelphia, PA 19107

Rittenhouse Square Library[C]
19th & Locust Street
Philadelphia, PA 19103

Holy Trinity Episcopal Church[C]
1904 Walnut Street
Philadelphia, PA 19103

Parole and Probation[PT]
Center for Adult Education
121 N. Broad Street
Philadelphia, PA 19107

Beth Zion/Beth Israel[C]
18th & Spruce Street
Philadelphia, PA 19103

Mellon PSFS[AC]
1735 Market Street
Philadelphia, PA 19103

IBM Adult Learning Center[ACT]
2005 Market Street
Philadelphia, PA 19103

Logan Square Library[C]
20th & Vine Street
Philadelphia, PA 19107

Research for Better Schools[AC]
444 N. 3rd Street
Philadelphia, PA 19123

Ballard, Spahr, Andrews & Ingersoll[AC]
1735 Market Street
Philadelphia, PA 19103

U.S. Post Office[CW]
Regional District
715 Chestnut Street
Philadelphia, PA 19107

Rosenbluth Travel[AC]
1911 Arch Street
Philadelphia, PA 19103

JKJK[W]
12th & Race Street
Philadelphia, PA 19107

Philadelphia Newspapers, Inc.[W]
400 North Broad Street
Philadelphia, PA 19101

Social Security Administration[C]
801 Arch Street
Philadelphia, PA 19107

SOUTH PHILADELPHIA

South Philadelphia Regional Library[CT]
1700 S. Broad Street
Philadelphia, PA 19145

Dixon House[C]
1920 S. 20th Street
Philadelphia, PA 19145

YMHA[C]
401 S. Broad Street
Philadelphia, PA 19147

Hawthorne House[C]
Broad & Christian Streets
Philadelphia,PA 19147

A Accessible to Handicapped
H Homeless-related Sites
P Parole & Probation
C Community-based Sites
J Jobs: Education For Work
T Computers
F Family Literacy
M Mental Health
W Workplace Literacy

SOUTH PHILADELPHIA (CON'T)

Southwark House^{C}
101 Ellsworth Street
Philadelphia, PA 19147

Southwark Library^{C}
7th & Carpenter Street
Philadelphia,PA 19147

Whitman Branch Library^{C}
2nd & Snyder Avenue
Philadelphia,PA 19145

Frances Scott Key Elementary School^{F}
8th & Wolf Street
Philadelphia, PA 19148

Point Breeze Federation^{C}
21st & Reed Street
Philadelphia, PA 19146

E.M. Stanton School^{F}
17th & Christian Street
Philadelphia, PA 19146

NORTHWEST PHILADELPHIA

Janes Memorial Educational Center^{AC}
57-59 E. Haines Street
Philadelphia, PA 19144

Germantown YWCA^{CJT}
5820 Germantown Avenue
Philadelphia, PA 19144

Northwest Regional Library^{C}
68-76 W. Chelten Avenue
Philadelphia, PA 19144

Lovett Memorial Library^{C}
6945 Germantown Avenue
Philadelphia, PA 19119

West Oak Lane Library^{C}
Washington Lane & Limekiln Pike
Philadelphia, PA 19138

Germantown Boys & Girls Club^{C}
25 W. Penn Street
Philadelphia, PA 19144

Canaan Baptist Church^{C}
5430 Pulaski Street
Philadelphia, PA 19144

New Hope Outreach Center^{C}
4905 Wayne Avenue
Philadelphia, PA 19144

Pennsylvania School for the Deaf^{AC}
100 W. School House Lane
Philadelphia, PA 19144

Resources for Human Development^{W}
4101 Kelly Drive
Philadelphia, PA 19129

WEST PHILADELPHIA

Center for Literacy^{CJT}
Headquarters
636 S. 48th Street
Philadelphia, PA 19143

Woodland Presbyterian Church^{C}
42nd & Pine Street
Philadelphia, PA 19104

Presbyterian Medical Center^{W}
39th & Market Street
Philadelphia, PA 19104

Holy Apostles Church^{C}
51st & Spruce Street
Philadelphia, PA 19139

John Anderson Cultural Center^{C}
5301 Overbrook Avenue
Philadelphia, PA 19131

West Philadelphia Community Center^{C}
3512 Haverford Avenue
Philadelphia, PA 19104

A	Accessible to Handicapped	C	Community-based Sites	F	Family Literacy
H	Homeless-related Sites	J	Jobs: Education For Work	M	Mental Health
P	Parole & Probation	T	Computers	W	Workplace Literacy

WEST PHILADELPHIA (CON'T)

Turner Middle School^{C}
59th & Baltimore Avenue
Philadelphia, PA 19143

Free Library of Philadelphia^{C}
Haverford & Woodbine Avenue
Philadelphia, PA 19131

Free Library of Philadelphia^{C}
34th & Haverford Avenue
Philadelphia, PA 19104

Free Library of Philadelphia^{C}
54th & Overbrook Avenue
Philadelphia, PA 19131

Free Library of Philadelphia^{C}
52nd & Sansom Street
Philadelphia, PA 19139

Free Library of Philadelphia^{C}
51st & Chester Avenue
Philadelphia, PA 19143

Squirrel Hill Apartment Building^{CJT}
48th & Chester Avenue
Philadelphia, PA 19143

George Branch Inst. Library^{C}
52nd & Media Street
Philadelphia, PA 19131

McMichael School^{C}
36th & Fairmount Avenue
Philadelphia, PA 19131

St. Thomas Church^{F}
52nd & Parrish Street
Philadelphia, PA 19139

Learning Tree^{F}
58th & Washington Avenue
Philadelphia, PA 19143

Misericordia Hospital^{C}
5301 Cedar Avenue
Philadelphia, PA 19143

Horizon House^{MT}
120 S. 30th Street
Philadelphia, PA 19104

Blankenburg School^{F}
46th & Girard Avenue
Philadelphia, PA 19131

Mann School^{FT}
54th & Berks Street
Philadelphia, PA 19131

Veteran's Upward Bound^{CT}
40th & Walnut Street
Philadelphia, PA 19104

SEPTA (Suburban Operations)^{W}
69th Street Terminal
Upper Darby, PA 19082

NORTH PHILADELPHIA

Nicetown Boys & Girls Club^{CT}
18th & Hunting Park
Philadelphia, PA 19140

Cecil B. Moore Library^{C}
24th & Cecil B. Moore
Philadelphia, PA 19121

Parent Child Center^{F}
2515 Germantown Avenue
philadelphia, PA 19133

Centro Pedro Claver^{C}
7th & Venango Street
Philadelphia, PA 19134

Wallace Products Company^{W}
31st & Jefferson
Philadelphia, PA 19121

Whittier School^{F}
27th & Clearfield
Philadelphia, PA 19132

A	Accessible to Handicapped	C	Community-based Sites	F	Family Literacy
H	Homeless-related Sites	J	Jobs: Education For Work	M	Mental Health
P	Parole & Probation	T	Computers	W	Workplace Literacy

NORTH PHILADELPHIA (CON'T)

Logan Library^{C}
Wagner Avenue & Old York Road
Philadelphia, PA 19141

Olney Library^{C}
5th & Tabor Road
Philadelphia, PA 19122

R.W. Brown Center^{C}
8th & Cecil B. Moore
Philadelphia, PA 19122

Temple University Library^{C}
13th & Montgomery Avenue
Philadelphia, PA 19122

Temple University Hospital^{C}
Broad & Ontario Street
Philadelphia, PA 19122

Hartranft School^{F}
8th & Cumberland
Philadelphia, PA 19133

Good Lad Inc.^{W}
431 E. Tioga Street
Philadelphia, PA 19134

Cramp School^{F}
Howard & Ontario Street
Philadelphia, PA 19132

Douglass School^{F}
22nd & Norris Street
Philadelphia, PA 19132

Hill School^{F}
32nd & Ridge Avenue
Philadelphia, PA 19121

Kearny School^{FT}
6th & Fairmount Avenue
Philadelphia, PA 19122

Meade School^{F}
18th & Oxford Street
Philadelphia, PA 19121

Salvation Army^{FH}
Red Shield Residence
715 N. Broad Street
Philadelphia, PA 19123

Manna Head Start^{F}
700 E. Church Lane
Philadelphia, PA 19144

Manna Head Start^{F}
19th & Tioga Street
Philadelphia, PA

Pastorius School^{F}
Sprague & Chelten Avenue
Philadelphia, PA 19138

William Dick School^{FT}
25th & Diamond Street
Philadelphia, PA 19121

NORTHEAST PHILADELPHIA

Fox Chase Library^{C}
Rhawn & Jeannes Street
Philadelphia, PA 19111

Bushrod Library^{C}
Castor Avenue & Stirling Street
Philadelphia, PA 19149

Holmesburg Library^{C}
Frankford Ave & Hartel Street
Philadelphia, PA 19136

McPherson Library^{C}
F & Indiana Avenue
Philadelphia, PA 19134

Bustleton Library^{C}
Bustleton & Veree Road
Philadelphia, PA 19116

Lawncrest Library^{C}
6098 Rising Sun Avenue
Philadelphia, PA 19111

A Accessible to Handicapped
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M Mental Health
W Workplace Literacy

NORTHEAST PHILADELPHIA (CON'T)

Katherine Drexel Library^{C}
Knights Road & Fairdale Avenue
Philadelphia, PA 19154

Frankford Library^{C}
Frankford & Overington Street
Philadelphia, PA 19124

St. Bartholomew School^{C}
Jackson & Sanger Street
Philadelphia, PA 19124

St. Timothy's Convent^{C}
3001 Levick Street
Philadelphia, PA 19149

Welsh Road Library^{C}
Welsh Road & Roosevelt Blvd
Philadelphia, PA 19114

Holy Family College Library^{C}
Grant & Frankford Avenue
Philadelphia, PA 19114

Holme Avenue YWCA^{C}
2840 Holme Avenue
Philadelphia, PA 19152

Smedley School^{F}
Bridge & Pratt Street
Philadelphia, PA 19124

Adath Zion Synagogue^{C}
Pennway & Friendship Street
Philadelphia, PA 19111

Seymour Isaacson Synagogue^{C}
1006 Audobon Avenue
Philadelphia, PA 19116

Community Women's Education Project^{C}
Frankford & Somerset Avenue
Philadelphia, PA 19134

Stearne School^{F}
Hedge & Unity Street
Philadelphia, PA 19124

Aviation Supply Office^{C}
700 Robbins Street
Philadelphia,PA 19111

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Scoring guidelines for student assessment

	1	2	3
Reading comprehension	no interaction with reading material; reads words back; may misinterpret overall meaning of the text.	responds with general meaning only; paraphrase or summary	shows 2 or 3 ways of interacting with reading material, e.g., gets the main idea; makes connections; critiques material; personal response
Reading strategies	Duet or echo reading only with student writing of one paragraph with everyday language like "What is a Mother" and/or "An Adult Learning to Read"; little or no use of context; few or no decoding strategies such as word length, initial consonent clues, may use sight with few or no other clues	Previews: uses titles or pictures. Can read st. writing, like "Mother" and/or "An Adult" using assisted, independent reading. Some context, some decoding strategies, such as initial consonant clues, word length; wider sight word vocabulary	Can read short and long pieces of student writing easily Needs little assistance with "Adult" and more advanced reading options, including the Daily News; Use of context to self-correct; use of context for decoding and many sight words.
Writing strategies	can form letters; can copy, but may have trouble; may spell some sight words	can write short phrases or sentences; can copy correctly; shows a few spelling strategies may take few risks	can write sentences or short paragraphs; shows some spelling strategies; may use some punctuation, but not consistently; willing to take more risks with writing regardless of spelling initially. Aware of need for various formats.
Uses of reading and writing	Describes no use of reading and writing	little use of reading and writing	some use of reading and writing and working at it independently

Increase in Confidence ***Record yes only if you have a comment based on a discussion or interaction with a student or tutor***

Sees self as a good learner
Sees self as a reader or writer
Reports doing things never attempted before (possibly due to self-image)
Helps other students
Other

	4	5	6
Reading comprehension	shows use of 4 or 5 ways of interacting with the reading material (see checklist); draws appropriate conclusions; makes many connections	highly varied response to material, creative analytical, personal	
Reading strategies	can read *Daily News* article can read *Inquirer* with assistance; breaks long words down using prefixes and suffixes for meaning and pronunciation; rereading; use of context; skips difficult words when not necessary for meaning; some use of punctuation for added meaning.	can read "No More Sham" fluently; can read *Inquirer* article with little difficulty; potential referral to GED class, job training, or higher level program; well-integrated use of decoding strategies and reading	has passed GED, or test for job training, or met goals for higher level program
Writing strategies	writes paragraphs; relative ease in self-expression; many spelling strategies;	writes at length in one sitting; effective self-expression; may need to fine-tune more structural details, but overall spelling and punctuation are good. Can group ideas in paragraphs. Rereads and makes changes.	Can organize and develop ideas in compositions of several paragraphs. Conscious of audience. Able to use different formats depending on purpose.
Uses	describes much use of reading and writing	describes extensive and various use of reading and writing	

Math

LEVEL 1	2	3	4	5
Able to write all numbers, understand value, basic +/- w/out carrying	+/- w/borrowing and carrying 2 and 3 digit #'s, understand place value ones to hundreds	manage zeros in +/-, know mult. & division facts, basic mult. & division	Mult.& divis. with carrying, mult. & divis. of 2 and 3 digit numbers, intro. understanding of fractions & decimals	Increased understanding of fractions and decimals, intro. understanding of algebra and geometry

Educator: ____________________ Area/Class: ____________ Date Submitted: ________

Global Assessment Summary Sheet - Program Year 1992-93

Student Name: ______________________________

	First Assessment Date:		Second Assessment Date:	
Category	Score	Comments	Score	Comments
Reading Comprehension				
Reading Strategies				
Writing Strategies				
Uses of Reading and Writing				
Math				
Increased Confidence (Not a score)			☐ Yes ☐ No Comments:	

GOALS: • FIRST ASSESSMENT - Goals Set: (CHECK MAIN GOALS)

1. read and write with children ___
2. personal finance ___
3. write letters, notes, cards ___
4. read newspaper, magazines ___
5. read books (incl. Bible) ___
6. personal writing ___
7. labels, signs, billboards ___
8. driver's manual, license ___
9. math ___
10. G.E.D. prep/test ___
11. study, train for job ___
12. applications, forms ___
13. job related (general) ___
14. improve basic skills ___
15. other ______________

• SECOND ASSESSMENT - Goals Met: (List by number code above, with comments)_______________

____

- New Goals Set: (Number code above, with comments) ___________

____

	First Assessment Date:	Second Assessment Date:
Standardized Test	Date: ______________ Test Name: ______________ Grade Level: _______ Other: _______ ☐ refused _______	Date: ______________ Test Name: ______________ Grade Level: _______ Other: _______ ☐ refused ☐ unavailable, early separation ☐ unavailable, not early sep.

*** Data Use Only Site: ______________ Date Entered: __________ ***

STUDENT INTAKE FORM

Could I have your name please? ______________________________ M or F
Are you over 16? Yes/No

Your Address ______________________________________

Philadelphia/Other: ______________ Zip ______________

What area of the city is that? ______________________________

Can you travel to Center City? Yes/No

What is your Phone Number : home ______________ work ______________

When is the best time to reach you by phone? Day or Evening

Are you interested in a **Class** ? Yes or No

What kind of things give you **trouble**? ______________________________

Can you read: **Street Signs**? Yes/No
The Newspaper? Yes/No

How far did you go in school? ______________________

What days are you available for tutoring or class?
Mon. Tues. Wed. Thurs. Fri.

What time is best? Morning (before 12) Afternoon (12-4) Evening (5-after)

How did you find out about CFL? ______________________________________

______________ Date

______________ Time

Interviewer ______________________________________

Coor./Teacher:____________________
Area: ___________________________
Date Submitted:____________________

STUDENT INTAKE / DATA FORM

Program Year 1992-93
REVISED: 2/22/93
(Complete both sides)

Date __/__/__

1. NAME ____________________________________

2. SOCIAL SECURITY #___-__-____

3. HOME ADDRESS ____

CITY ____________________ ZIP CODE __________ TELEPHONE # ____________________

4. SEX _____ (1)male _____ (2) female

5. MARITAL STATUS: ___ (1) single; ___ (2) married; ___ (3) separated/divorced; ___ (4)widow (er)

6. RACE: (1)__ Native American (2)__ Asian (3) __ Black (4)__ Hispanic (5)__ White

7. STUDENT'S ENTRY LEVEL IN THIS PROGRAM (CHECK ONE LEVEL ONLY):

(1) ___ beginning ESL (0-4); (2) ___ intermediate ESL (5-8); (3) ___ advanced ESL (9-12);

(4) ___ ABE 0 - 4; (5) ___ ABE 5 - 8 ; (6) ___ ABE 9 - 12

8. AGE GROUP (1)____16-24 yrs. (2) ___ 25-44 yrs. (3)___45-59 yrs. (4)____60 and over

9. DATE OF BIRTH _____ (month) _____ (year) AGE IN YEARS ________

10. STUDENT HOUSEHOULD STATUS

(1)____Head of a Single Parent Household (2)____Head or Spouse (Partner) of 2 Parent Household

(3)____Head or Spouse (Partner) - No Dependents (4)____Dependent Member of Household

(5)____Living Alone

11. NUMBER OF DEPENDENTS UNDER 18 _____

12. Has the student previously completed an ABE, ESL or AL program? (1) ___ Yes (2) ___ No

13. Please check if student is enrolled in one of the following programs

(1)____ A Workplace Literacy Program (2)____A Family Literacy Program (3)____One to One Tutoring Program

(4)____N/A

14a. At the time of enrollment student is (check one):

(1) ___ employed; (2) ___ unemployed / available for work; (3) ___ unemployed / not available for work

At the time of enrollment does the student receive public assistance? (1) ____Yes (2) ____No

14b. At the time of enrollment student is (check all that apply):

(1) ___ handicapped; (2) ___ institutionalized; (3) ___ homeless adult; (4) ___ an immigrant;

(5)___ limited in English proficiency; (6) ___ displaced homemaker; (7) ___enrolled in other Federal training or educational program (PIC, etc.); (8) _____ N/A

15. Student's classes located in ____

16. Circle last grade completed: 00 01 02 03 04 05 06 07 08 09 10 11 12

Special Education Non-English diploma Post High-School study

turn over to continue...

17. How did student find out about this program? (check ONLY one)

(01) ___ school board / announcement
(02) ___ newspaper, radio, TV
(03)___ handout, mailed leaflet
(04) ___ sign, billboard, phonebook
(05) ___ relative, friend, acquaintance
(06)___ employer, union-worksite announcement
(07) ___ previously in ABE, GED or AL program
(08) ___ school, college counselor / teacher
(09) ___ institution (group home) personnel
(10) ___ library, other adult ed. agency
(11) ___ community / human services agency
(12) ___ clergy / church group
(13) ___ PIC / JTPA SPOC program
(14) ___ rehab. counselor, caseworker, OES job service
(15) ___ court: probation, parole, etc.
(16) ___ military recruiter
(17) ___ political / public official

18. Major reason for participating in program (check only one):

(1) ___ to improve job prospects
(2) ___ to learn better English
(3) ___ to obtain driver's license
(4) ___ to obtain citizenship
(5) ___ to get diploma or certificate
(6) ___ to qualify for military training
(7) ___ to read to or help children with homework
(8) ___ social acceptance; self satisfaction
(9) ___ qualify for college; business school
(10) ___ required by probation, welfare, parole
(11) ___ to achieve competence in reading / writing with no specific purpose in mind
(12) ___ to achieve competency in math

FAMILY LITERACY ONLY- Names of children in elementary school:

NAME	SCHOOL	ID#'S

DATA USE ONLY:
Site:___
Staff:___
Date Inputted:___

CFL USE ONLY:
Preferences for tutoring : Days ___ Times ___ Place ___
Prefer male female tutor (circle). Preferred age of tutor: ___
Comments / notes: ___

Tutor's name : ___ Tutor's phone # ___

Attendance Hours:	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1993	___	___	___	___	___	___	___	___	___	___	___	___
1994	___	___	___	___	___	___	___	___	___	___	___	___

Attendance Calls Information:

Area: ____________________	DATA USE ONLY:
Date Submitted: ___________	Site: ____________________
	Staff: ____________________
	Date Inputted: ________

NAA INCOME ELIGIBILITY FORM
Program Year 1992 - 93
REVISED : 4/93

____________ (1)Eligible

____________ (0)Ineligible

Date _ _ /_ _ /_ _

CFL Program/Class____

Student Name____

Social Security # _ _ _ - _ _ - _ _ _ _

Address____

Telephone #_ _ _ - _ _ _ - _ _ _ _

Means of Verification (Check one)

__________Food Stamps

__________DPA Card

__________Salary/Wage Statement

__________Signed Statement from County Board of Assistance Social Security Office

Participant's signed certification-please circle the category that describes your income level (does or does not).

I sign to certify my income does / does not exceed the amount below which corresponds to the size of my family.

______________________________ ______________
Student Signature Date

______________________________ ______________
Coordinator/Teacher Signature Date

Size of Family Unit	125% of Poverty Guidelines
1	$8,713
2	$11,788
3	$14,863
4	$17,938
5	$21,013
6	$24,088
7	$27,163
8	$30,238

To calculate the Neighborhood Assistance Program eligibility for families over eight members, add $3,075.00 for each additional member.

Coordinator:____________________ Area:______ Date Submitted:__________

VOLUNTEER INTAKE SHEET Year 1992-1993 (Revised 11-13-92)

Date __/__/__

1. Name: ______________________________ 2. Social Security ___ - __ - ____

3. Address: ______________________________ Apt #___City________State___ Zip _____

4. HPhone# (___)_________ WPhone# (___)_________ 5. Sex (1)___Male (2)___Female

6. Race: (1) __ Native American 2) __ Asian (3) __ African American (4) __ Hispanic (5) __White

7. Age Group __ 16-24 (2) __ 25-44 (3) __ 45-59 (4) __ 60 or over

8. Date of Birth: __/__/__ Age in years ___ 9. Employment Status: __employed __unemployed __retired __student

10. Marital Status: ___ (1) single; ___ (2) married; ___ (3) separated/divorced; ___ (4) widow (er)

11. Occupation__________Company__________ May we call you there? __yes __no Hours________

12. How did you learn of the literacy program?______________________________

If newspaper, TV or radio, specify title or station ______________________________

13. Highest academic level completed: (1) __ H.S. /Vocational School (2) __ GED

(3) __ Technical/Business School (4) __ Some College (5) __ B.A. (6) __ M.A. (7) __Ph.D.

(8) __ Not yet received H.S. Diploma

14. Have you taken any credit courses, or tutor training courses, in adult education? __Yes __No

If yes, (check one)__1 to 3 courses (2) __ 4 or more courses (3) __ degree in teaching adult education?

15. Do you have public school certification? __ yes __no If yes, in what area?____________

16. Do you have literacy tutoring certification?__ yes __ no If yes, Laubach__ LVA__ other___?

17. Have you tutored or taught before?___ Describe______________________________

18. How many years, including present,have you worked in ABE/GED/ESL? ______________

19. Volunteer work, organizations__________ 19. Skills, hobbies, interests ______________

Preferences for volunteering:

Area of city ____Times & days__________ Any specific site?_______ Drive car?__ SEPTA?__

Any other tutoring preference? math___ pre-GED___ ESL___ Any other language?__________

Any student preference? male__ female__ handicapped___ age range______

Other ways you'd like to volunteer: __computer center __office __monitor a learning site

If not CFL tutor, name and address of organization______________________________

*** Signature: ______________________________

CFL USE ONLY:

______Completed: Dates of workshop ______________________
Area __________ Trainer____________________

______Incomplete (Cross out when no longer true):
Dates attended__________________ Session(s)__________
Session(s) Missed __________________ Trainer__________

DATA USE ONLY: Site: __________ Staff: __________ Input Date: __________

Coor./Teacher:______________
Date Submitted:______________

DATA USE ONLY:
Site:____________________
Staff:____________________
Date Inputted:________________

STUDENT EXIT FORM
Program Year 1992-93
REVISED: 11/18/92
(Complete both sides)

Date _ _/_ _ /_ _

NAME: ________________________________ AREA: ____________________
(PLEASE PRINT)

1. How many hours of instruction did this student receive during this program?____(20)

2. How many non-instructional contact hours did the student receive during this program ? (eg. counselling, referrals) ___________(21)

3. For the entry level (ESL, 0-4, 5-8, or 9-12), check **one** of the following:(22)

(1) ___ Completed, and moved to higher level (Student completed level in which enrolled and re-enrolled in a higher level.)

(2) ___ Completed (Student completed level of instruction in which enrolled; no subsequent enrollment in higher level).

(3) ___ Continued (Student attended instruction throughout the program; still progressing at same level).

(4)_____ Early Separation (Student did not complete level of instruction in which enrolled and separated before end of program.

4. EARLY SEPARATIONS: If "early separation" is checked above, please indicate the primary reason by choosing **one** of the options below: _____________(23)

01. to take a job
02. to take a better job
03. released or transferred from institution
04. to enter training program
05. met personal objective
06. moved from area
07. health problem
08. transportation problems
09. child care problem
10. family problem
11. time class is scheduled
12. location of class
13. lack of interest; instruction not helpful to participant
14. Financial problem
15. information unavailable

5. Circle the number of grade levels or ESL levels the student advanced: (24)

0 1 2 3 4 5 6 7 8 9

6. IMPACT DATA: (Check as many as appropriate.)(25)

EDUCATIONAL

(37) ___ Improved basic skills for personal satisfaction and increased self-confidence.

(38) ___ Completed ABE level 1 (0-4), ABE Level II (5-8), or GED Prep. (9-12)

turn over to continue...

(39) ___ Completed Beginning ESL.

(40) ___ Completed Intermediate ESL.

(41) ___ Completed Advanced ESL.

(42) ___ Improved reading, writing, and math skills.

(43) ___ Obtained an adult high school diploma.

(44) ___ Passed the GED test.

(45) ___ GED test taken; results not received.

(46) ___ Learned the English language (for participants whose primary language is not English).

(47) ___ Entered another education/training program.

SOCIETAL

(48) ___ Received U.S. Citizenship.

(49) ___ Registered to vote or voted for the first time.

(50) ___ Received driver's license as a result of program.

(51) ___ Referred to agencies (other than educational) for needed services.

ECONOMIC

(52) ___Obtained a job.

(53) ___ Obtained a better job or salary, or secured job retention.

(54) ___ Was removed from public assistance.

(55) ___ Met personal objective.

Please attach to this form the

QUESTIONNAIRE FOR EXITING STUDENTS

Center For Literacy - Questionnaire For Exiting Students

STUDENT:______________________________ AREA:________________

TUTOR/TEACHER:______________________ SITE:________________

COMPLETED BY:_______________________ DATE:________________

A. **Information From Tutor:** Describe tutor/teacher's understanding of why a student is leaving the program.

1. Job Related: (change in shift, too tired, new, better or additional job.)

2. Family Related: (child care, illness, death, etc.)

3. Personal: (illness, relationship conflict, moving, transportation, lack of interest, finances, etc.)

4. Program Related/Dissatisfaction: (tutor/teacher left, dislike of tutor/teacher, class not helpful, etc.)

5. Program Related/Positive: (met goals, changed goals, higher level program, more convenient time/place, etc.)

6. Information Unavailable: (explain)

B. **Information From Student:** Describe student's explanation for leaving the program. (above examples apply)

1. Job Related:

2. Family Related:

3. Personal:

4. Program Related/Dissatisfaction:

5. Program Related/Positive:

6. Information Unavailable: (explain)

List of New & Returning Students - Attendance

Month/Year:_________

Site Code: ___________

A. Preactive Students (Just given an IPC)

Name	Hours
1.	
2.	
3.	
4.	
5.	

B. New Matches

Student	Hrs	Tutor	Hrs
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

C. Rematched Students who do not appear on attendance Blank.

Student	Hrs	Tutor	Hrs
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

MONTHLY REPORT

COORDINATOR ____
AREA ____
MONTH ____

I. STATUS: STUDENTS

Active students this month (hours > 0) ______________
New students this month ______________
Number IPC no shows ______________
Number IPC cancellations ______________
Number referrals outside CFL ______________
Number PC2s completed ______________
Active, contract year to date ______________
Number student intakes
(distinguish area: CFL, MCOL, other) ______________
Number class referrals ______________
Exited students ______________

Students waiting for:

IPC (pre-active) ________ PC2 ______ Match __________ Rematch _______

Referral source(s) (MCOL, library, clergy, community/human services, county assistance, local newspaper) ____

II. STATUS: TUTORS

Active tutors this month (hours > 0) ______________
New tutors Interviewed this month ______________
Active, contract year to date ______________
Number tutor intakes
(distinguish area: CFL, MCOL, other ______________
Exited tutors ______________

Tutors waiting for:

Interview _______ Match _________ Rematch _______
Total first meetings (including rematches): _______ Cancellations _________
Trainings scheduled __________ Trainings cancelled __________
Tutors registered for trainings ______ Tutors completed trainings ________

Referral source(s) (MCOL, library, clergy, community/human services, county assistance, local newspaper) ____

Site Report

Date ____________

Recruitment efforts:

Tutor meetings:

Student participation:

Resource/computer center:

CFL events:

Site development:

Community activities:

Newsletter:

Staff development/agency meetings:

Student referrals (include total and names of agencies):

Other:

MONTHLY REPORT FOR TEACHERS

CLASS ______________________ MONTH ______________
AREA ______________________
TEACHER ______________________

STATUS OF STUDENTS

Number of class meetings ______________
Active students this month (hours>0) ______________
Average daily attendance ______________
New students this month ______________
Number of class referrals rec'd ______________
Sources ______________
____
Number of exited Students ______________

CLASS ACTIVITY

Recruitment efforts
____

Site development
____

Workshops/resources
____

Monthly class plan overview [Please explain what the class has completed] (or worked on) over the past month and what you will be working on next month. Attach two lesson plans that worked well include brief list of materials used.

(attach additional sheets as needed)

STUDENT PARTICIPATION

Computer center usage
____

Workshops/resources
____

Community activities
____

CFL events
____

Success stories
____

Concerns

____

PURCHASE ORDER

REQUISITION FOR MATERIALS/SUPPLIES

DATE OF ORDER ____/____/____

DATE REQUIRED ____/____/____

REQUESTED FROM THE BUSINESS OFFICE

REQUESTED BY ______________________________

QUANTITY	X	DESCRIPTION	PRICE	AMOUNT

ORDER RECEIVED BY ______________________________

DATE ORDER PLACED ______________________________

DATE ORDER FILLED ______________________________

ADDITIONAL COMMENTS:

REFERRAL FORM FOR THE EYE INSTITUTE (to be submitted to Business office at CFL with a $33.00 deposit)

(I) STUDENT INFORMATION:

NAME: ______________________________

ADDRESS: ______________________________

____

SS#: ______________________________

D.O.B.: ______________________________

PHONE: ______________________________

BEST TIME FOR APPOINTMENT (day & time) __________

(II) REFERRED BY: ______________________________

PHONE: ____________________

(III) BUSINESS OFFICE USE:

DATE REFERRAL RECEIVED: ____________________

DATE OF APPOINTMENT: ____________________

AMOUNT RECEIVED: ____________________

ADDITIONAL AMOUNT DUE: ____________________

DATE RECEIVED: ____________________

COMMENTS: ______________________________

INSTRUCTIONS

1. Tutor, Teacher or Coordinator fills out form with information about student and sends it to the Business Office along with $33.00 deposit.

2. When the $33.00 deposit is received the business office will make an appointment for the student at the Eye Institute. Please be sure to fill out the section on the form with the best day and time for the student. Once the appointment is made the business office will notify the instructor and student.

3. If additional money is due from the student after the visit to the Eye Institute, both the student and referring instructor will be notified.

4. Student should bring whatever medical card they have and REMIND THE STAFF AT THE EYE INSTITUTE THAT THEY ARE FROM CFL.

PROPOSED AMENDMENTS

TO THE

PENNSYLVANIA ADULT EDUCATION STATE PLAN

PURPOSE

To amend the Pennsylvania Adult Education State Plan to comply with amendments to the Federal Adult Education Act created by the National Literacy Act, July 25, 1991.

To amend the Pennsylvania Adult Education State Plan to comply with regulations promulgated in the Friday, June 5, 1992 Federal Register, Part III, Department of Education, 34CFR Parts 425 et. al. Adult Education and Literacy Programs; Final Rule.

To provide for and document public and private participation in planning and implementing Pennsylvania's Adult Basic and Literacy Education State Plan.

CONTENTS

EXHIBIT A - ASSURANCES

EXHIBIT B - INDICATORS OF PROGRAM QUALITY

This section of the State Plan is amended to meet the following requirements:

Set forth measurable goals for improving literacy levels, retention in literacy programs, and long-term learning gains of individuals in the State and describe a comprehensive approach for achieving such goals, including the development of indicators of program quality.

Exhibit A

ASSURANCES

FEDERAL ADULT EDUCATION PROGRAMS
ASSURANCES BY STATE EDUCATIONAL AGENCY

The Department of Education of the Commonwealth of Pennsylvania assures that the State Plan will be administered in accordance with the following provisions:

(1) The Pennsylvania Department of Education will provide such methods of administration as are necessary for the proper and efficient administration of the Adult Education Act;

(2) Federal Funds granted to the State under the Act will be used to supplement, and not supplant, the amount of State and local funds available for uses specified in the Act;

(3) Programs, services, and activities funded in accordance with the uses specified in Section 322 of the Act are designed to expand or improve the quality of adult education programs, including programs for educationally disadvantaged adults, to initiate new programs of high quality, or where necessary, to maintain programs;

(4) The Pennsylvania Department of Education will provide such fiscal control and funding accounting procedures as may be necessary to ensure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under the Act);

(5) The Pennsylvania Department of Education has instituted policies and procedures to ensure that copies of the State Plan and all statement of general policy, rules, regulations, and procedures will be made available to the public;

(6) The Pennsylvania Department of Education will comply with the maintenance of effort requirements in Section 361(b) of the Act;

(7) Adults enrolled in adult basic education programs will not be charged tuition, fees, or any other charges, or be required to purchase any books or any other materials that are needed for participation in the program;

(8) The Pennsylvania Department of Education will use not more than 20 percent of the funds granted to the State under the Act for programs of equivalency for a certificate of graduation from secondary school;

(9) The Pennsylvania Department of Education will provide such information as the Secretary, United States Department of Education, may require about special experimental

demonstration projects and teacher training projects supported under Section 353 of the Act; and

(10) The Pennsylvania Department of Education will use not less than 15 percent of the funds granted to the state for special experimental demonstration projects and teacher training projects as authorized under Section 353 of the Act, and will adhere to the Special Rule in subsection (b) of Section 353 in the expenditure of at least 2/3 of these funds for training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title; and training professional teachers, volunteers, and administrators, with particular emphasis on training full-time professional adult educators, minority adult educators, and educators of adults with limited English proficiency, and on training teachers to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth grade level.

(11) Local educational agencies, public or private agencies, community-based organizations, agencies responsible for corrections education, postsecondary educational institutions, and institutions which serve educationally disadvantaged adults will be provided direct and equitable access to all federal funds provided.

(12) Federal funds granted to the state under the Act shall be used to assist and expand existing programs and to develop new programs for adults whose lack of basic skills renders them unemployable or keeps them; whether employed or unemployed, from functioning independently in society; and severely reduces their ability to have a positive effect on the literacy of their children.

(13) The Pennsylvania Department of Education annually will report information about the State's adult education students, programs, expenditures, and goals, as may be required by the Secretary. The Pennsylvania Department of Education annually will report to the Secretary and make public within the State data with respect to grant recipients, including the number and percentage of LEAs, CBOs, volunteer groups, and other organizations that are grant recipients, and the results of evaluation as required by the Act.

(14) The Pennsylvania Department of Education will not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, age, religion, ancestry, handicap, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws,

including Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973.

The State Plan amendments for the adult education state-administered program are submitted by the Pennsylvania Department of Education

3/24/93

(Date)

Donald M. Carroll, Jr.

(Signature of Authorized Official)

Secretary of Education

Exhibit B

INDICATORS OF PROGRAM QUALITY

PREFACE

The National Literacy Act Amendments require the States and Federal Government to establish

> ". . .indicators of program quality to be used...to determine whether [adult education] programs are effective, including whether such programs are successfully recruiting, retaining and improving the literacy skills of individuals served in such programs." (Section 331 (a)(2)

Quality indicators are elements that should be evaluated in adult education programs to determine effectiveness and efficiency in program performance. These indicators of program quality help define average performance. The quality indicators are intended to represent the elements that the Department of Education, based on consultation with the field, view as essential to ensure high-quality services in adult education and literacy programs. The primary purpose of the indicators is to provide a model by which to judge the success of the programs.

The program performance measures and standards provide ways to evaluate programs to determine if they meet consumers' expectations of quality.

These quality indicators are prepared in keeping with the overall goals and specifically objective 4.5 identified in the State Plan.

The overall goals which directly address quality indicators are as follows:

> Provide adult education programs tailored to the needs and interests of diverse groups and individual adult learners.
>
> Improve access to adult education programs by providing conditions and opportunities which enable all adults who need, can benefit from, and desire adult education to participate.
>
> Administer adult education programs with skilled staff and with supportive and active learning environments which enable adult learners to excel to the best of their potential.

Objective 4.5 as determined by the State Plan Task Force and the Pennsylvania Department of Education and as presented through public hearings in December 1991 is to do the following:

> Develop and implement by July 25, 1993 indicators of program quality to be used to evaluate programs to determine whether such programs are effective, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of the individuals served.

4.5a-In concert with the State Plan Task Force meet

with appropriate experts including educators and administrators to review and develop indicators of program quality.
4.5b-Review federal and state research projects which address program evaluation and effectiveness.
4.5c-Review industry training models and standards for programs funded under Job Training Partnership Act and the Carl Perkins Vocational Education Act to determine appropriate adaptations for adult literacy programs.
4.5d-Develop Requests For Proposals for research projects addressing program evaluation, as needed.

The above activities have culminated in the development of indicators of program quality developed by the Pennsylvania Department of Education and State Plan Task Force at the November 9-10, 1992 meeting of the State Plan Task Force. The indicators of program quality will be added to Chapter 4 of the Pennsylvania Adult Education State Plan.

HEARINGS

The Pennsylvania Department of Education is conducting public hearings on proposed amendments to the State Plan. For information or to arrange for testimony, contact Dr. John Christopher, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone: 717-787-5532. A written copy of testimony must be provided at the hearing site. Oral testimony should not exceed twelve minutes. It is necessary to schedule oral testimony by contacting the Bureau of Adult Basic and Literacy Education by phone or in writing. You are invited and encouraged to provide testimony. Your interest in Adult Literacy Education and your recommendations will be appreciated.

We encourage the sharing of indicators of program quality with members of your advisory boards. You are further urged to share the indicators of program quality with other agencies that have an interest in adult literacy education.with whom you have established linkages.

You are invited and encouraged to provide testimony. Your interest in Adult Literacy Education and your recommendations will be appreciated.

Hearings and sites are as follows:

December 14, 1992--1:30 pm - 5:30 pm	Bidwell Training Center Library 1815 Metropolitan Street Pittsburgh, PA 15233
December 15, 1992--9:00 am - Noon	Hamilton School Room 1

	2931 Harvard Rd. Erie, PA 16508
December 16, 1992--9:00 am - Noon	Pennsylvania Department of Education Learning Center, 1st Floor 333 Market Street Harrisburg, PA 17126-0333
December 17, 1992--9:00 am - Noon	Community College of Philadelphia Winnet Student Life Bldg. 2nd Floor Philadelphia, PA 19130
December 18, 1992--9:00 am - Noon	Lackawanna Junior College Auditorium 901 Prospect Ave. Scranton, PA 18505

Hearings were advertised, according to the Sunshine Law, in five leading newspapers in the areas where they were scheduled. Over 3,000 copies of the Proposed Indicators of Program Quality were mailed to programs administrators and other individuals who are interested in adult basic and literacy education.

INTRODUCTION

Indicators of program quality are definable characteristics of programs by which performance is measured. They are used to determine the structure and processes of programs and at the same time are used as a gauge to measure their performance, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of individuals served in such programs. These indicators of program quality define the average performance of programs.

The indicators of program quality represent the common elements, factors, components, activities, and measures that the Pennsylvania Department of Education, based on consultation with the field, views as essential to ensure high-quality services in adult basic and literacy programs. The primary purpose of the indicators is to provide a comprehensive model by which to judge the success of programs. They are the practical screens that the Pennsylvania Department of Education and program administrators use for setting priorities, channeling resources, and assessing program effectiveness.

The framework that has been developed focuses not only on what programs need to include in their programs but also recognizes and pays careful attention to the structures and processes in place within organizations, and analyzes each process and structure according to the following:

(1) How it takes into account the characteristics, needs, and interests of adults it is intended to serve;
(2) Whether it facilitates or impedes recruitment;
(3) Whether it contributes to or impedes the learning process;
(4) Whether it helps overcome or erects barriers to progress.

The indicators of program quality operate from three important assumptions about the nature of our programs. First, that they ought to be diagnostic, allowing program staff to take a kind of "snapshot" of their program at one point in time, to evaluate the effectiveness of their work in that snapshot, and to plan for program improvement as a result of their evaluation; Second, that they ought to be non-prescriptive, focusing on the processes and structures that the agency has in place, or can put into place, so that they have a way to address issues and to document those processes and structures for future use; Third, that they ought to be systematic, illuminating the relationship between what we do and the results that we get, and illustrating the ways that all parts of the system work together to produce quality outcomes.

"Measurement," then, focuses on these processes and structures as well as on outcomes, so that the learning system each of our programs embodies can consistently enable more adult learners to achieve their goals.

The indicators of program quality provide a system for accountability, quality, and evaluation. The measures are listed as the objectives or plan of action. The measures include the activities to be engaged in, the description of instruments to be used to perform the activities (e.g , standardized testing and alternative testing, individualized education plan, recruitment plan). The process of evaluation and accountability (1) determines and measures program outputs, (2) assesses program inputs, and (3) uses evaluation findings and feedback for program evaluation and accounting to the learners and their leaders, the adult education organization, funding sources and the profession.

Accountability is the capacity and the responsibility to account for the commitment of resources in terms of program results or outcomes. This accounting involves both the stewardship of resources and the evaluation of achievement in relation to specified objectives (Boone, 1987). Accountability, according to Pugsley at the U.S.D.O.E. may be assessed from a number of perspectives. One is administrative accountability that focuses on compliance with laws, regulations, and other operational requirements. Another is fiscal accountability that considers whether programs are fulfilling monetary obligations and using available funds in the most beneficial way. A third perspective is performance accountability that considers the services, benefits, and outcomes derived by program clients. All program assessments are used to enhance results by making necessary changes and improvements.

Quality is measured by the price of nonconformance. Under quality management, when programs have done things right, it is because they have done their work according to the requirements. When things are done wrong, it is called nonconformance (Cosby, 1984, p. 85). The real measure of quality for a nonprofit organization is how much or how little time and money are spent doing things wrong and how much damage is being done to the clients, volunteers, and contributors. As effectiveness is increased through quality management, the cost of nonconformity to the requirements decreases (1984, p. 12-13).

With the growing importance of accountability, programs must implement measures to implement changes as deemed appropriate for each agency. Many programs are experiencing growth; however, they are operating under the same structure without any modification. Many programs began several years ago to serve the needs of a particular community of learners. Many of these same programs are now, in some cases, serving a totally different group of people; however, new strategies have not been employed to meet the needs of the new learners. Many programs are not equipped to handle the diverse population the programs serve. Many programs began their operation without strategic planning, and as a result, there is no plan for understanding or coping with change. The indicators should give programs direction or guidance to cope with the change and effect to improvement.

On the other hand, many programs daily engage in many of the activities listed in the aforementioned measures; however, they do not document these activities. This document hopefully will also serve as a guide for this documentation.

Unless otherwise indicated, reports are to be filed with the Pennsylvania Department of Education. Implementation of the indicators will take place in a variety of ways:

(1) Through examination of required reports on file with the Pennsylvania Department of Education (e.g., student data intake forms, teacher data forms, attendance forms, end-of-year close-out forms).
(2) Through on-site examination of local programs (e.g., a regional adviser's evaluation report)
(3) Through statewide research or sampling (e.g., follow-up data on students entering other educational programs, finding employment, or getting promotions)
(4) Through budget and narrative in application proposal (The narrative should reflect the appropriate measures to be used in conjunction with the indicators of program quality for each program, and the budget should indicate the discrete amounts of money in each program's budget needed to address their students' needs.)

The indicators will serve as a report card by which to judge each program's performance. The report card will be based on the specific measures written in the narrative of the proposal for each type of program. However, this document does suggest several basic measures that should be found in each program that provides direct instructional services, regardless of the special populations or individual served. These measures are as follows:

(1) Basic skills should be mastered by all students and placed within the appropriate context for functional usage;
(2) Course content should be directly related to the learner, labor market, and community needs;
(3) Partnership efforts should be expanded and strengthened;
(4) Programs must have a system that ensures accountability.

The indicators focus on basic areas of concern for programs. They are in the areas of student educational outcomes, program planning, instructional and curriculum materials, support services, student recruitment, student retention, staff development, volunteerism, and sensitivity and multiculuralism. The measures should help describe the objectives and the plan of action. For example, the measures listed under "indicator 3" will guide the writing of the section on the Agency and Prior Performance and Analysis of Needs. For the Design and Plan of Action, the measures under "indicators 1,2,3,4,5,6,7" will guide the writing. The measures should be used as the guides to write the narrative. The standards are the reflection of the actual performance of programs. Other indicators are linked to the various sections of the narrative. In all cases these are average standards to reflect the different conditions under which programs operate. They are used to assess the quality of local programs and the overall statewide effort. The indicators of program quality define the average performance standards of programs.

The indicators are written to help programs provide quality services so that students can, in addition to mastering basic skills, also develop these overall broad student outcomes:

(1) Acquisition of learning-to-learn basics that will prepare one for individual learning projects over a lifetime;
(2) Capability of applying knowledge in diverse situations;
(3) Understanding and applying workplace basics at one's worksite or applying for employment;
(4) Applying the acquired knowledge gained to elevate one's socioeconomic status or and/or to reach other established goals;
(5) Capability for making decisions for successful living (mentally disabled participants, for

example, or learning to live independently in a group home);

(6) Communicating effectively in written, visual, and spoken language.

Throughout this document, the term community is used. Community refers to the societal context in which literacy programs are located.

INDICATORS, MEASURES AND STANDARDS

Educational Gains

Indicator 1: Learners demonstrate progress toward attainment of basic skills and competencies that support their educational goals.

Programs support learners' educational needs by progress toward attainment of linguistic, mathematic, communication, and problem-solving competencies. Progress is demonstrated by improvement of participant's abilities to understand, speak, read, and write English; perform basic computations; and function more effectively in the home, community and workplace.

Measures:

* Written procedures for assessment and placement.
* Documented standardized test score gains.
* Written alternative assessment (e.g., portfolio assessment, student reports of attainment, or improvement in specific skills, anecdotal information).
* Teacher reports of gains/improvements in student progress.

Standards:

* Written procedures for assessment and placement are on file on-site or at program headquarters.
* Placement scores of each student are on file for examination.
* Students progress on standardized testing one grade level above placement level or demonstrate appropriate measurable gains in competency-based assessments comparable to student progress in programs serving similar populations or demonstrate measurable gains in alternative assessement.
* 80 percent of the student population (1) met individual, personal short-term and long-term objectives; (2) qualified for vocational education or employment opportunities; (3) passed the GED test; or (4) continued their educational pursuits.
* Teacher anecdotal information indicates overall broad student outcomes that are kept on file at the local site.
* Maintain documentation of student education plan.

Indicator 2: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Programs promote progression to higher levels of learning within the adult education program or promote the attainment of skills required for learners to advance to other educational or training opportunities. Progress is demonstrated by participants' attainment of a credential or movement.

Measures:
- * Record of student progress and learning gains.
- * Attainment of GED.
- * Documentation of students entering other educational or training programs.

Standards:
- * Records show 60 percent of GED preparation students tested passed the GED test.
- * Records show 20 percent of students advanced to further education or training.

Program Planning

Indicator 3: The program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to its fullest extent.

The programs begin with a written plan that evolves from the mission statement. The planning process is ongoing, with mechanisms for revising plans on a regular basis, drawing on input from program evaluations. Planning is made responsive to the needs of learners and the community through input from staff, students, and other appropriate programs and organizations in the community.

Measures:
- * Development of program philosophy, mission, goals and objectives that are appropriate for adult learners and are consistent with state guidelines.
- * Evidence that planning reflects community involvement, student involvement, staff involvement, research, and exemplary practices.
- * Evidence of a written plan of action.
- * Development of linkages and coordination with other agencies with support services.
- * Evidence that community needs are considered in the development of literacy programming.
- * Evidence of formative and summative evaluation plan.
- * Evidence of goals for specific programs, (e.g., GED, adult basic education, English as a Second Language, pre-vocational-technical).
- * Evidence of criteria for staff selection.

Standards:
- * Written plan of action on file, on site or at program headquarters, which includes goals for specific programs.

- An established means of generating community input, such as staff meetings, student questionnaires, public hearings, advisory boards, or any combination therein.
- Community input documentation and support letters are on file, on site or at program headquarters.
- Program implemented is a reflection of community need.
- Interagency agreements for support services (e.g., child care providers, transportation, and other educational programs) are on file on site or at program headquarters.
- An evaluation plan that is summative and formative in nature that includes student and staff input/feedback.
- Written criteria for staff selection are available.

Accountability/Immediate past performance record

Indicator 3a: Annual and fiscal reports are submitted on time and reflect progress.

Adult education programs have the responsibility and the obligation to report the efficiency of planned program operations to the Pennsylvania Department of Education in a timely manner.

Measures:
- Evidence of consistency in reporting all results of the program as specified in the contract, by dates agreed upon in the contract.
- Establishment of a management information system responsible for submitting reports in a timely manner.
- Establishment of mechanism for maintenance of accurate records as required by funding agency.
- Evidence that Annual Educational Report is accessible to the community.

Standards:
- Fiscal reports are received in the Pennsylvania Department of Education office on or before due date.
- Annual program report is in the Pennsylvania Department of Education office 60 days after July 1.
- Reports reflect improvement in retention rates from previous years.
- Reports indicate improvement in teacher preparation.

Curriculum and Instruction

Indicator 4: Programs have curriculum and instruction geared to student learning styles, levels of student needs and goals.

Curriculum and instruction are individualized to meet the educational needs of students with diverse educational and cultural backgrounds, and ability levels. Since students have different learning styles and goals, instruction includes a variety of instructional approaches and strategies. To ensure the program's success in meeting student needs and capturing changes in those needs, student and staff input is obtained periodically.

Measures:

- Existence of student goal-setting process linked to decisions on instructional materials, approaches and strategies.
- Evidence that goals are reflective of the program's mission and of students needs.
- Evidence that curriculum and instruction are based on assessment of student outcomes/needs.
- Evidence of goals for specific programs, i.e. adult basic education, English as a Second Language, GED.
- Evidence that curriculum and instruction is responsive to changing student populations and takes into consideration the experiential environment from which the students comes.
- Curriculum and instruction respond to individual needs and build a learning community.

Standards:

- Based on individual need and interest curriculum topics available include science, career and employability, language arts, math, social studies, life and personal management.
- Evidence that student assessment information is used to individualize instruction.
- Individualized educational plans for each student are on file, on site or at program headquarters.
- A variety of adult instruction methods are available and used for achieving instructional goals (e.g. computers, av, etc.).
- Integrated learning activities merge academic and life skill development activities.
- Evidence of group assessment/planning.

Indicator 4a: Instructional materials

Adequate instructional materials are provided to enable students to become functionally literate and/or obtain a GED or a completion diploma.

Measures:

- Appropriate instructional materials including the use of materials such as newspapers and the need to use materials available to students over time are used to meet student needs and strengthen instruction.

Standards

- A variety of instructional materials and supplies are available for students.
- Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels. Special materials are available for students with disabilities. Outside resources are accessed.

Support Services

Indicator 5: Coordination of support services to students

Program identifies students' needs for support services and makes services available to students either directly or through referral to other educational and service agencies with which the program coordinates.

Measures:

- Provisions for academic/career assessment.
- Provisions for academic and career advising and counseling and special enrichment.
- Adult education programs initiate activities to increase coordination among agencies and organizations serving the adult population.

Standards

- Academic and assessment records are on file on site or at program headquarters.
- Records of academic and career advising and counseling are on file in students' records on site or at program headquarters.
- Adult education program has interagency cooperation documentation.
- Volunteers are used in tutoring and other supportive services in the adult education program.
- Program is coordinating activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement.
- Linkages with business and industry are evident.
- Cooperative linkages exist with State, Federal, and local programs, providing employment services, job development, or vocational training.
- Cooperative linkages exist with other programs providing services for persons with disabilities.

Student Recruitment

Indicator 6: Programs successfully recruit the population in the community.

Programs successfully recruit the population in the community identified in the Adult Education Act as needing literacy services.

Measures:
* Documented multi-faceted recruitment plan to reach the group in need of literacy services.
* Evidence of methods used.
* Evaluation data on effectiveness of recruitment methods.

Standards
* The program has a written student recruitment plan that documents contracted level of retention as proposed.
* Agency maintains some measure of student contact (e.g. word of mouth, telephone calls, walk-ins, outreach activities).
* Program maintains documentation of results of recruitment activities.
* Community is involved in recruitment efforts.
* Samples of brochures, news releases, public service announcements, etc. are available.
* Recruitment methods are appropriate to the population in need.
* Characteristics of students recruited reflect community identified in the National Adult Education Act as needing literacy services.

Student Retention

Indicator 7: Students remain in the program long enough to meet educational goals.

Retention is measured in light of student progress toward meeting their educational needs by time in program. Retention benchmarks are established that account for the type of program and learning gains expected for a given number of hours in the program.

Measures:
* Evidence of student attendance.
* Program has a method for maximizing retention.
* Records document that students returned to program after a temporary leave of absence.
* Development of nontraditional methods to accommodate the needs of student in order to retain them.
* Established minimum number of hours for standards.
* Established follow-up procedures and documents.

Standards:
- * The program has a written retention plan.
- * Current and accurate attendance records are maintained.
- * To enhance retention programs, programs should offer alternative means of delivery and motivation, for example:
  - Provide convenient class locations;
  - Establish support groups;
  - Establish peer tutoring;
  - Establish follow-up procedures for absentees and
  - Awards/recognition of students.

Staff Development

Indicator 8: Staff development component is operational and ongoing.

Programs have a clearly defined staff development component to improve adult educators competencies and provide career opportunities and professional development for paid and volunteer staff.

Measures:
- * Existence of process for identifying staff development needs.
- * Development of staff development plan.
- * Documentation that programs used staff development activities.
- * Providers will have documentation of attendance for their staff.
- * Workshop evaluations indicate if staff development activity met needs.
- * Evaluation of effectiveness of staff development activities.
- * Evidence that training reaches the priority groups established by the National Adult Education Act.

Standards:
- * Each staff member completes a formal needs assessment indicating levels of training in adult education.
- * Staff development activities include topics that are geared toward adult learning principles improving instructional skills, techniques and strategies.
- * Staff development activities include topics that are geared toward improvement of instructor knowledge of program content.
- * Opportunity to participate in any kind of learning. Staff development activities that are based on documented needs assessment results include independent learning and teachers as researchers.
- * Regional staff development centers and local

programs have a plan for meeting staff development needs.
- * Record of quality and usefulness of staff development training is maintained.
- * Documentation of 70 percent participation per staff member in staff development training.
- * Programs document that staff are active participants in staff development program.

Indicator 8a: Improved Teacher Effectiveness

Staff development activities have impacted the adult education program through improving teacher effectiveness in instructing adults.

Measures:
- * Overall improvement in teaching performance.
- * Effective staff performance as measured by student ratings or observations of staff.

Standards:
- * Document teachers improved proficiency in acquiring and utilizing program materials.
- * Staff who have participated in staff development activities demonstrate measures to improve program effectiveness, including reduced drop-outs, increased referrals, etc.
- * Students participating in the adult basic education program indicate that the quality of instruction has improved, classes are more relevant, or that their needs are being addressed more effectively than previously.
- * Staff development accommodates teacher professional development.

Volunteers or Tutors

Indicator 9: Administrators monitor closely the activities of volunteers who work in their programs.

Volunteers or tutors goals are correlated with the goals and objectives of the programs.

Measures:
- * An orientation program is conducted for all volunteers to acquaint these individuals with the goals and objectives of program.
- * Documentation of recruitment, attendance of tutorial sessions and tutorial training.
- * A ledger documenting placement of volunteers or tutors.

Standards:
- * Documentation of staff development participation is on file.
- * Trained volunteers are matched in a timely manner.
- * Volunteers are exposed to several teaching methods

and materials to accommodate the needs of the student.
- * Volunteers are knowledgeable of the goals and objectives of the program and the students.
- * Volunteers who have participated in staff development activities demonstrate measures to improve program effectiveness, including reduced drop-outs and increased student completers.
- * Students participating in the adult basic education program evaluate that the quality of instruction and/or tutorial sessions are more relevant, or that their needs are being addressed more effectively than previously.
- * Document that volunteer tutors improved proficiency in acquiring and utilizing program materials.

Sensitivity/Multiculturalism

Indicator 10: Adult educators have the ability to relate to educationally disadvantaged learners as co-learners or partners in learning.

Adult educators are sensitive to the diverse needs and characteristics and the individuality of educationally disadvantaged students.

Measures:
- * Assure that multiculturalism and affective education are integrated with staff development training.
- * Conduct a needs assessment to determine the level of sensitivity.
- * Conduct workshops for program staff that focus on adult learners' changing needs and characteristics and the individuality of each learner.
- * Workshops to examine adult educators' assumptions about students' capacities and the curriculum.
- * Initiate of an ongoing program to measure barriers on the recruitment, teaching and testing of literacy for the educationally disadvantaged.
- * Conduct workshops to teach adult educators to reduce the social distance between themselves and their students.
- * Promote staffing reflective of student population.

Standards:
- * Program promotional brochures are geared to the specific target community and are free of sex and cultural bias.
- * Teachers/volunteers or tutors are aware of how their behavior may impact the learning processes of their students.
- * Teachers/volunteers or tutors broaden their

repertoire of teaching methods to address multiple learning styles.

* Teachers and volunteer or tutors incorporate diverse perspectives in the classroom/tutorial sessions.
* Teachers use examples and illustrations drawn from diverse life experiences.
* Programs address barriers to student achievement.
* Assure integration of sensitivity/multiculturalism with staff development training.
* Staff development training is available.